TENURE OF HIGH SCHOOL TEACHERS IN LOUISIANA

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WITH FOREWORD BY

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No. VI. SOME PHASES OF FAIR VALUE AND INTERSTATE RATES.

BY

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No. VII. TENURE OF HIGH SCHOOL TEACHERS IN LOUISIANA.

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TENURE OF HIGH SCHOOL TEACHERS IN LOUISIANA

FOREWORD

The chief business of a democratic nation is education. Democracy cannot survive in tolerance and in freedom and in economic security for all the people if the agencies of popular education are not dynamic in action and imaginative in a program of training for present needs. Institutions everywhere today have first to define more clearly their right to the loyalty of free men and women, and, second, to make unmistakable their courageous acceptance of the great causes of human rights and freedom. Public education, supported by taxes from all the people, is an institution of freedom which must be always in the foremost place in the financial and social and cultural plans of democratic peoples. Necessarily, then, the teacher in a democracy is a person of much influence, and the leadership that the teacher commands is a test of the progress of a sound and intelligent system of public education. He is at once a servant and a prophet in democracy. His economic and professional freedom is one of the safeguards of social progress. The status of the teacher concerns directly everyone who is interested in the development of public education. It is therefore with great pleasure that Louisiana State University presents a careful and scholarly *Study* by one of its able teachers on the tenure of high school teachers in Louisiana. The implications of this *Study* are significant in the progress of the public school system. Professor Irving P. Foote's *Tenure of High School Teachers in Louisiana* is the first of what is hoped to be a series of contributions in the field of education in Louisiana and the nation to be published in the *Louisiana State University Studies*. It is a genuine pleasure that in issuing this *Study* Louisiana State University is associated with the distinguished leadership of George Peabody College for Teachers.

CHARLES W. PIPKIN.

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TENURE OF HIGH SCHOOL TEACHERS IN LOUISIANA

CHAPTER I

INTRODUCTION

Statement of the Problem

This study undertakes to determine the tenure of high school teachers in Louisiana and its relation to certain other factors in the teaching situation. More specifically it undertakes to answer the following questions:

1. What is the tenure of high school teachers in Louisiana as of the session 1930-31?
2. Are there differences in tenure on the basis of position, sex, marital status, accredited status of schools, salary, size of school, size of community, hours of professional training, and teaching fields?
3. What is the rate of turnover for the session 1930-31?
4. What has been the average tenure in high school positions? In all positions?
5. What causes or reasons have teachers given for changing positions?
6. What causes or reasons have teachers given for remaining in positions held longest?

Limitations

This study deals with information supplied by 1,068 principals and teachers in white state-approved high schools of Louisiana, ranging in size from three to twenty teachers. Data were collected in April and May, 1931.

Teachers from fifty-three of the sixty-four parishes of the state are included. Information is included from one or more

teachers in 190 of the 353[1] state-approved senior high schools of the state.

Definition of Terms

Tenure as used in this study means number of years of teaching experience. It has been qualified in this study in order to distinguish three aspects of tenure.

Tenure in present position refers to the number of years of service, or experience, in the positions held by teachers in the session 1930-31.

Tenure in high school refers to the total number of years of service as a high school teacher, but does not include practice teaching.

Total tenure refers to the entire teaching service, exclusive of practice teaching.

Status of high school is used to describe or identify membership or non-membership in the Association of Colleges and Secondary Schools of the Southern States.

Salary in present position identifies the annual salary received during the session 1930-31.

Average salary in present position is the mean of annual salaries received during tenure in present position. Average salary in high school is the mean of annual salaries received in the period of high school tenure.

Size of school refers to the number of teachers (including the principal) in the school from which the teacher reported.

Size of community refers to the population of the community in which the teacher works.

Hours of professional training is the number of session hours in education and general and educational psychology as shown in official transcripts or in college registers.

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[1]Classified List of State-Approved Public and Private High Schools. Bulletin 191, State Department of Education of Louisiana.

Major teaching activity is the subject or subject-matter field in which the major part of the teacher's work is done in high school.

Academic major is the academic subject or field in the college career in which the greatest number of session hours of credit is shown.

Turnover refers to the number, or percentage, of teachers who changed positions in a given year. It does not include those new in the profession.

Procedure

Data were secured by means of an information blank (see Appendix A) sent to 1,266 high school principals and teachers. 1,095 responses were received. Of this number, 1,068 were found usable in whole or in part. Provision was made for each response to be sealed in a separate envelope for return to the writer.

Major teaching activity was checked from the file of class schedules for teachers for 1930-31 in the High School Division, Louisiana State Department of Education.

Hours of professional training and the academic major of college training were checked from official transcripts on file in the Certification Division, Louisiana State Department of Education, and from the records in offices of the registrars at the Louisiana State University, the Louisiana State Normal College, and the Southwestern Louisiana Institute. Records of graduates of the Louisiana Polytechnic Institute were secured from the first named source only. No effort was made to secure transcripts or records of graduates of other institutions than the four public state institutions named.

Status of high school with reference to accreditization by the Southern Association of Colleges and Secondary Schools was determined from official records in the State Department of

Education of Louisiana[2] and the official record of the Southern Association of Colleges and Secondary Schools.[3]

Size of community was determined from the name of the community as found in the official list of state-approved public and private high schools of Louisiana[4] and an official publication from the Census Bureau.[5]

Sources of Data

1. Information received from 1,068 high school teachers on an information sheet supplied by the writer.
2. Official records and publications of the Louisiana State Department of Education.
3. Records in the files of registrars at the Louisiana State University, the Louisiana State Normal College, and the Southwestern Louisiana Institute.
4. Proceedings of the Association of Colleges and Secondary Schools of the Southern States.
5. Population Bulletin, Fifteenth Census of the United States: 1930, United States Department of Commerce.

The method of treatment in this study is largely quantitative. The service frequency tables are on file in bound form in the Library of George Peabody College for Teachers, Nashville, Tennessee. The summary tables are derived from the service frequency tables mentioned above.

Observations and conclusions in this study apply directly to that part of the high school teaching population included in the study. Observations and conclusions apply to the entire public high school teaching population of the state in so far as that part of the population here considered is a true sample of the entire population.

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[2]Bulletin 191, *op. cit.*

[3]*Proceedings of the Association of Colleges and Secondary Schools of the Southern States*, 1930.

[4]Bulletin 191, *op. cit.*

[5]Population Bulletin, Louisiana, Fifteenth Census of the United States: 1930, United States Department of Commerce.

CHAPTER II

A REVIEW OF RELATED STUDIES

In a study of this kind it is proper that important findings in related studies should be reviewed so that the reader may make such comparisons and contrasts as he may find desirable in interpreting the findings of the present study. In the following pages of this chapter such reviews are found in as concise form as the writer could frame them and still maintain a proper degree of clarity.

Tenure of High School Teachers.—In reporting on approximately 900 high school teachers in Tennessee, Windrow stated that from seventy-one to eighty-two per cent of them remained in the same school less than three years.[1]

Almack found the following facts in a study of high school teachers in Oregon in 1920:[2]

	First-class Districts	*Second-class Districts*	*Third-class Districts*
New to the school	44.3%	50.4%	61.1%
Five or more years in the same school	8.0%	6.0%	2.0%

In the Cleveland Education Survey, it was found that eleven years of experience was the median for 359 high school teachers. Six years or less was the experience of the lowest fourth, whereas the highest fourth had taught nineteen years or longer.[3]

Tenure of Elementary School Teachers.—The National Education Association reported for 8,182 elementary school teachers

[1] J. E. Windrow, *Teacher Holding Power of Tennessee High Schools,* 51.
[2] Adapted. J. C. Almack, "The Problem of Teacher Tenure," *American School Board Journal,* 63:29, Nov., 1921.
[3] Walter A. Jessup, *The Teaching Staff,* 43, 45.

in Washington State in 1921-22 the following facts on tenure in present position:[4]

First year in position	40%
Second year in position	20%
Third year in position	10%
Over three years in position	30%

Donovan reported length of service in present position of elementary school teachers of Kentucky as follows:[5]

Median tenure for 4,805 rural teachers, 2 years.
Median tenure for 909 city teachers, 3.71 years.
Median tenure for 518 grade school teachers, 2.23 years.

More than half of the teachers of two-teacher schools in Wisconsin were reported as new each year in a study made by Anderson in 1923. 3.3% had remained five or more years. In the three-teacher schools 60 per cent remained no longer than two years.[6]

Donovan found the following for total tenure, or total years of service:[7]

914 city teachers, 7.5 years;
511 grade school teachers, 6.1 years;
4,844 rural teachers, 4.2 years.

Jessup reported the following conditions in relation to total tenure, or service, of 1,889 elementary school teachers in Cleveland:[8]

Median years of experience, approximately 10 years;
First quartile, 5 years;
Third quartile, 18 years.

*Tenure of Rural Teachers.**—Sharp found the median per cent of service in present positions of 24,766 teachers in five

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[4]Research Bulletin of the National Education Association. *The Problem of Teacher Tenure*, 142, Vol. II, No. 5, November, 1924.
[5]H. L. Donovan, *A State's Elementary Teacher Training Problem*, 50.
[6]C. J. Anderson, *The Status of Teachers in Wisconsin*, 156.
[7]Donovan, *op. cit.*, 48.
[8]W. A. Jessup, *loc. cit.*
*Not distinguished as being elementary or high school.

Southern States to be as follows: first year in position, 63 per cent; second year, 20.7 per cent; third year, 7 per cent; fourth year, 3.2 per cent; and fifth year or above, 2.4 per cent.[9]

He also found that 48.5 per cent of the 48,500 rural teachers in Louisiana, Missouri, North Carolina, and West Virginia had a total tenure of five, or more, years.[10]

Keith and Bagley found the median tenure of rural school teachers in the United States to be two years.[11]

For the year 1926 it was found, in a study of 1,102 rural teachers distributed in twenty-four counties of Nebraska, that 64.5 per cent were in their present positions for the first year; 25 per cent for the second year; 6.6 per cent for the third year; 1.9 per cent for the fourth year; and 3.2 per cent for the fifth year and above.[12]

In a study of ten one-teacher schools in one of the counties of Kentucky, covering a period of ten years, Crabb found that but one teacher had remained in one school for three years continuously; twenty had remained but two years. The mean transiency of all teachers in these schools was 1.41 years.[13]

Davis reported the annual turnover of rural teachers in Montana for 1924-25 to be 72.1 per cent. Only thirty-four of the 2,383 rural teachers had a tenure of over five years.[14]

Coffman gave the following facts on tenure for men: in rural schools, a median tenure of two years; in town schools, twelve years. For women, he found the median tenure in rural schools to be two years; in town schools, six years; and in city schools, seven years.[15]

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[9]L. A. Sharp, *The Present Status of Rural Teachers in the South*, 26.
[10]*Ibid.*, 16.
[11]John A. Keith and W. C. Bagley, *The Nation and the Schools.*
[12]"The Rural Teacher Tenure." *Nebraska Educational Journal*, December, 1926.
[13]A. L. Crabb, "A Study in Teacher Transiency." *Peabody Journal of Education*, May, 1924.
[14]S. E. Davis, "Teacher Importation and Tenure." *Montana Education*, 2:13-17, November, 1925.
[15]L. D. Coffman, *The Social Composition of the Teaching Population*, 28.

Tenure (Without Distinction as to High, Elementary, or Rural School Teachers).—Of 8,277 teachers in Missouri in 1920, 24 per cent were without experience; 40 per cent had experience in at least one other school; and 36 per cent were in positions held by them in previous years.[16]

In a report of Superintendent T. H. Harris of the Louisiana State Department of Education in 1926, fewer than 50 per cent of the teachers of any parish, Orleans Parish excepted, were reported as having had a tenure of five years in the same school. Twenty-three per cent of the teachers of the state had been employed in the same position for five, or more, years.[17]

Of the 2,107 Kentucky teachers included in Waller's study, 67 per cent had resigned their positions at some time during the ten-year period covered by the study. For the entire group the median tenure was 2.46 years. The median tenure of all teachers included in Waller's study was 3.24 years.[18]

The median tenure of 894 teachers in six Kentucky cities was reported as 13.3 years by a committee of the National Education Association. It was further reported for 333 cities of the country that the average years of service of 51,350 teachers was 11.4 years.[19]

Tenure in Relation to Training.—Of 1,073 teachers in Kentucky who had completed a two-year normal school course, 69.4 per cent taught the first year after graduation; 45.5 per cent were teaching the fourth year after graduation; and 19 per cent, the seventh year after graduation. This study was made by Hardwick.[20]

Benson studied 1,208 teachers who had graduated from two-year curricula in twenty-six teacher-training institutions. Of

[16]Bulletin 14, Carnegie Foundation for the Advancement of Teaching, 266, 192.

[17]T. H. Harris, "Teacher Tenure in the Public Schools of Louisiana," *Journal of the Louisiana Teachers Association,* April, 1927.

[18]J. E. Waller, *Tenure and Transiency of Teachers in Kentucky,* 8, 9.

[19]Report of the Committee on Salary, Tenure, and Pensions, *Addresses and Proceedings of the National Education Association,* 1905.

[20]M. J. Hardwick, *Placement and Tenure of Western Kentucky State Teachers College Graduates.*

the graduates of one school, 80.5 per cent were teaching eleven years later. On the other hand, but 16.3 per cent of those from another school were teaching eleven years later. For all graduates the median period of service, when the study was made, was 9.5 years. The median tenure of graduates of four-year curricula was 10 years. 47.7 per cent were teaching eleven years later.[21]

Buckingham found in a study of graduates of public and private institutions in Ohio for the years 1914-24, who taught the first year after graduation, that 61.1 per cent of the 1919 group were teaching five years later. Of the 1920 group, 67.7 per cent were teaching four years later; for 1921, 73.2 per cent were teaching three years later; for 1922, 82.5 per cent were teaching two years later; and for 1923, 95.8 per cent, one year after the first year.[22]

The mean tenure for normal-trained teachers in Wisconsin was found by Farmer to be 8.4 years.[23]

Taylor's finding for Pennsylvania normal-trained teachers was not greatly different. He reported average tenure as 7.7 years.[24]

Farmer also reported on mean experience of normal graduates in relation to position. For administrators he found a mean experience of 11.4 years; for high school and special teachers, 8.09 years; and for grade teachers, 6.97 years. The study was concerned with conditions in Wisconsin in 1913-14.[25]

Clarke gave data for the same state and the same groups for 1921-22. His report indicates 12.97 years for administrators; 8.04 years for high school and special teachers; and 8.40 years for grade teachers.[26]

Waller measured training of teachers in terms of weeks of training above the eighth grade, using 36 weeks as equivalent

[21] C. E. Benson, *The Output of Professional Schools for Teachers*, 56-59.
[22] B. R. Buckingham, *Supply and Demand of Teachers*, 137.
[23] A. N. Farmer, *Conditions and Needs of Wisconsin's Normal Schools*, 148.
[24] W. S. Taylor, *Development of Professional Education of Teachers in Pennsylvania*, 148.
[25] Farmer, *op. cit.*
[26] C. L. Clarke, *Tenure of Teachers in the Profession*, 93.

to one year. The median training for 686 teachers was 223 weeks; the tenure of those above the median training was 7.75 years and of those below the median training was 6.32 years.[27]

He found the correlation between tenure and training was + .16 ± .03 for 390 teachers in the city of Louisville. Correlations between tenure and training for other groups included in his study were negligible.[28]

Ivy reported a correlation of + .235 ± .025 for tenure and training in his study of rural teachers in Mississippi.[29]

For 466 teachers of mathematics in Tennessee approved high schools, Terry found the median years of service as follows: all teachers, 1.59 years; men, 1.38 years; women, 1.43 years. Men teaching mathematics only had tenure in present position of 1.57 years; men who had majored in mathematics, 1.50 years; women teaching mathematics only, 1.78 years; women who majored in mathematics, 1.37 years.[30]

Windrow found that a higher percentage of principals with degrees was found in the group with tenure of less than three years than was found in the group with tenure of more than three years. However, the greater number of those holding higher degrees was in the group that had longer tenure.[31]

He also found "that those (women) who remain longer in their positions have the higher degrees. . . . As a whole, the men teachers who have remained less than three years in the same school have had more college preparation than those who have remained three years or more."[32]

In summarizing, he said: "In the case of both men and women the teachers who have remained less than three years in the same

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[27]Waller, *op. cit.*, 24.
[28]*Ibid.*, 43.
[29]H. M. Ivy, *What Is the Relation of Academic Preparation, Experience, Intelligence, Achievement, and Sex of Rural Teachers in Mississippi to Their Pay?* 32-34.
[30]John M. Terry, *The Present Status of Teachers of Mathematics in the Secondary Schools of Tennessee.*
[31]Windrow, *op. cit.*, 18-19.
[32]*Ibid.*, 40-42.

school have spent more time in college preparation than those who have remained three years or more."[33]

Clarke found, for 12,701 elementary school teachers of Wisconsin, that those with less than three years of training beyond the eighth grade had a mean experience of 7.78 years; three years beyond the eighth grade, 4.67 years; four years, 4.66 years; five years, 5.42 years; six years, 7.92 years; and seven to eight years, 9.91 years of experience.[34]

Tenure and Salary.—Waller found that the median tenure of Kentucky teachers who received salaries above the median for the entire group was 10.47 years, whereas the tenure of those receiving salaries below the median salary was 4.68 years.[35]

For the city of Louisville he found a marked positive correlation between tenure and salary.[36] The coefficient was .63 ± .02. When training was controlled, the partial coefficient of correlation was identical with that of the zero order.[37]

Windrow found that the salaries of men and women who had remained three or more years in their positions were somewhat larger than the salaries of those who had been in their position less than three years.[38]

Tenure and Size of Community.—In preceding sections of this chapter data have been presented which in some cases involved size of community as a factor.

Waller's study showed seven groups—City A, the city of Louisville; Cities B and C, the cities of Hopkinsville and Bowling Green; Villages D, graded schools in villages; and Counties E, F, and G, three Kentucky counties. The median tenure of teachers in years in the groups was as follows: City A, 7.57; City B, 14.33; City C, 10.62; Villages D, 6.33; County E, 5.83; County F, 5.00; and County G, 4.12.[39]

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[33] Windrow, *op. cit.*, 49.
[34] Clarke, *op. cit.*, 96.
[35] Waller, *op. cit.*, 41.
[36] *Ibid.*, 35.
[37] *Ibid.*, 38.
[38] Windrow, *op. cit.*, 49.
[39] Waller, *op. cit.*, 5.

Tenure and Size of School.—The writer has been unable to find citations other than those already used in this chapter, which deal with tenure and size of school.

Tenure and Marital Status, Accredited Status of School, and Major Teaching Activity.—The writer has found no studies showing the relation of tenure to these factors save in the case of the last, which has been cited in the reference to Terry's study.

Turnover, Transiency, and Causes, or Reasons, for Changing Positions.—The National Education Association reported in a survey of teacher turnover in 1922-23 that turnover for the nation was sixteen per cent, with a range of four per cent (in Florida) to forty-seven per cent (in Wyoming). Louisiana was reported as having an eleven per cent turnover.[40]

Elsbree reported an average turnover of 10.99 per cent for 15,841 positions in village and city schools of New York in 1925-26.[41] He found the rate of turnover varied greatly in different communities.[42] He also found that the rate of turnover for high school teachers was considerably higher than for elementary school teachers.[43] Teachers of science appeared to have the highest rate of turnover whereas teachers of commercial subjects had the least.[44] "Rate of turnover is consistently higher in villages than in cities. The rate of turnover tends to vary inversely as the size of the community."[45] Principals and supervisors had the lowest rates of turnover.[46] The range was 9.9 per cent to 17.13 per cent.[47]

He concluded that the chief causes of teachers' withdrawal were to be found in better positions and resignations for the purpose of marriage. Dismissal ranked third as a cause of turnover. A larger proportion of village teachers than of city

[40]National Education Association, *Research Bulletin*, Vol. II, No. 5, November, 1924, 143-4.
[41]Elsbree, *op. cit.*, 18.
[42]*Ibid.*, 16.
[43]*Ibid.*, 22.
[44]*Ibid.*, 22.
[45]*Ibid.*, 21.
[46]*Ibid.*, 18.
[47]*Ibid.*, 19.

teachers leave for better positions, to take up other types of work, or because of dismissal, whereas marriage, illness, and home conditions account for a larger proportion of turnover among city teachers. While the causes leading to change varied as between men and women, there was little variation in amount. Better position and dismissal accounted for a higher percentage of turnover among high school teachers than among elementary school teachers. Marriage, home conditions, and illness are least important.[48]

He found the following reasons, or causes, operating to produce teacher-turnover in 125 New York counties. They are arranged in order of importance from most important to least important: Resigned to accept better position, resigned to be married, dismissed, home conditions, ill health, to teach nearer home, for professional study, miscellaneous, dissatisfied with present position, retired, to enter another line of work, no specific reason given, death, and maternity.[49]

Cooke listed the following as causes usually given for excessive turnover and short tenure. *Economic*: Inadequate salaries and no provision for old age, or disability. *Political*: Arbitrary dismissal by school boards and operation of the spoils system (with attendant appointments as political reward) and dismissal for punishment. *Professional*: Lack of training and professional ideals, uncertainty of tenure, dissatisfaction with supervision and administration and similar elements in the teaching situation. *Social*: Teachers judged by unscientific standards, lack of freedom of expression, community and individual prejudice, poor living conditions, lack of appreciation and recognition, and marriage. *Personal*: Inability and unwillingness to co-operate, desire for change, ill health, and desire to make money.[50]

[48] Elsbree, *op. cit.*, 34.
[49] *Ibid.*, 24.
[50] Dennis H. Cooke, *Problems of the Teaching Personnel*, 91.

Waller found the following as the chief reasons for teachers leaving one school to go to another, ranked in order of importance: Salary too small, to be closer to home, to get into a larger school, little chance for promotion, too many classes to teach, and little chance for self-improvement.[51]

Lewis asked fifty superintendents to give the causes which, in their opinion, led to teachers leaving their positions. From the opinions of these superintendents he made up a classified list as follows: *Economic*: Inadequate salaries, high cost of living, economic fluctuation, size and wealth of community, influence of placement bureaus, influence of teachers' organizations, attraction to other trades, and economic independence due to inheritance, etc. *Political*: Change in personnel of board and officers, local factionalism, needless hiring and firing, wrong methods of handling employees, annual elections, home talent competition, spoils system, and unsatisfactory employer. *Professional*: Desire for promotion, desire for further schooling, desire to move with officers, higher standards required, expiration of certificate, changes in curriculum, programs, unsatisfactory conditions of work, uncertainty of tenure, and lack of provision for old age. *Individual*: Desire to change (wanderlust, unrest, etc.), age and sex, marriage, health (personal and family), unfitness, incompetency, immorality, desire to start over, and friendships elsewhere. *Social*: Religious, political, or economic habits and views, provincialism of community, migration of the teacher's family, or friends, lack of social common sense, restricted social opportunities, lack of community appreciation, and poor living conditions. *Geographic*: Climatic conditions.[52]

Lewis expressed the opinion that youth and sex were the chief causes of teachers moving.[53]

Reasons for Staying in Positions.—No studies were found that dealt with this aspect of tenure or transiency.

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[51]Waller, *op. cit.*, 34.
[52]E. E. Lewis, *Personnel Problems of the Teaching Staff*, 331-333.
[53]*Ibid.*, 333.

Tenure and Turnover of Louisiana High School Teachers.—Noble and Roy, in their study of high school teachers in Louisiana for the session 1925-26, found that 49.2 per cent of the high school teachers were teaching their subjects for the first time.[54]

They further stated, "We know positively that at least this number (426) of teachers changed schools last year. In other words, one-third of the entire teaching corps migrated last year."[55]

In a study based on the same session, 1925-26, Smith gave the following facts on tenure and turnover for Louisiana high school teachers:[56]

PERCENTAGES OF TENURE IN PRESENT POSITION ACCORDING TO SIZE OF SCHOOL[57]

	Number of Teachers						
Years	*2*	*3*	*4*	*5*	*6-9*	*10-14*	*15 and More*
1	55.	49.5	37.6	34.1	40.5	24.	27.5
5	92.5	93.5	89.	83.9	85.9	80.8	78.7

Experience in the same position on the basis of sex, given in percentages, was:[58]

Years	*Men*	*Women*
1	26.6	37.8
2	21.2	23.4
3	12.4	13.4
4	7.4	6.9
5	6.	5.6

On the basis of total years of experience and size of school he found the following:[59]

[54] Stuart G. Noble and V. L. Roy, *The Personnel, Preparation, and Programs of the High School Teaching Staff of Louisiana*, 16.
[55] *Ibid.*, 19.
[56] J. M. Smith, *The Training of High School Teachers in Louisiana*, 29.
[57] *Ibid.*, 29.
[58] *Ibid.*, 33.
[59] *Ibid.*, 26.

	Number of Teachers						
Years	*2*	*3*	*4*	*5*	*6-9*	*10-14*	*15 and More*
Medians	5.5	5.1	5.	5.7	5.3	6.	5.9

He reported percentages of teachers serving five years or less ranging from 48 per cent in 10-14 teacher schools to 53 per cent in 5 teacher schools.[60] He stated that more than one-eighth of the total number of teachers employed that season had no previous experience.[61]

[60] Smith, *op. cit.*, 26.
[61] *Ibid.*, 25.

CHAPTER III

TENURE OF HIGH SCHOOL TEACHERS IN LOUISIANA

The information supplied by the high school teachers made it possible to determine for each teacher the number of years of service in the present position (that is, the position held in April, 1931), the number of years of service in all high school positions, and the number of years of service in all positions in the teaching career of the teacher. The data, therefore, have been assembled and treated on the basis of these three aspects of tenure, namely, tenure, or years of service, in present position; tenure, or years of service, in high school; and total tenure, or total years of service, in all types of teaching positions.

SECTION I

TENURE, OR YEARS OF SERVICE, IN PRESENT POSITION

Position and Sex.—Are there differences in median tenure in present position on the basis of position and of sex? Do principals have longer median tenure in present position than teachers? Do men have longer median tenure than women? Table I shows the facts of tenure in present position for principals, men,

TABLE I

YEARS OF SERVICE IN PRESENT POSITION—PRINCIPALS, MEN, WOMEN

YEARS	PRINCIPALS	MEN	WOMEN
Highest	25	21	29
Median	6.60	2.68	2.69
Lowest	1	1	1
Cases	182	226	660

and women. The median tenure* of principals is 6.60 years; that of men is 2.68 years; and of women is 2.69 years. Principals show decidedly longer median tenure than do teachers. As between men and women teachers there is no difference, for the difference of .01 of a year is negligible.

TABLE II

PERCENTAGES THROUGH ONE-YEAR AND FIVE-YEAR LEVELS ACCORDING TO YEARS OF SERVICE IN PRESENT POSITION
PRINCIPALS, MEN, WOMEN†

YEARS	PRINCIPALS	MEN	WOMEN
5 or less	43.3	92.1	86.3
1	8.2	34.5	36.0
Cases	182	226	659

Table II shows percentages of tenure at the one- and five-year levels for the three groups. Much smaller percentages of principals are shown at each level than of men or women. 43.3 per cent of the principals, 92.1 per cent of the men, and 86.3 per cent of the women have served in their present positions five years or less.

Marital Status.—Are there differences in median tenure in present position on the basis of marital status? Do single principals and teachers have longer median tenure than married ones? Widowed and divorced cases were so few in number that they were not included in the tabulations.

The data for this aspect of tenure are in Table III. In the case of principals the difference in median tenure between married principals and single principals is negligible, being but .06 of a year. Married men show a median tenure of 3.22 years as compared with 2.13 years for single men. Married women

*For the sake of brevity and to avoid monotonous repetition the phrase "in present position" has been omitted from other than the opening sentences in the divisions of this section. The terms tenure and median tenure refer to present position.

†Read Table II as follows: 43.3 per cent of the principals have served five years or less in their present positions.

TABLE III

YEARS OF SERVICE IN PRESENT POSITION AND MARITAL STATUS
PRINCIPALS, MEN, WOMEN

YEARS	PRINCIPALS			MEN			WOMEN		
	Sing.	Mar.	Tot.	Sing.	Mar.	Tot.	Sing.	Mar.	Tot.
Highest	22	25	25	8	14	14	29	16	29
Median	6.75	6.69	6.69	2.13	3.22	2.67	2.45	4.50	2.65
Lowest	1	1	1	1	1	1	1	1	1
Cases	15	160	175	124	98	222	550	93	643

have a median tenure of 4.50 years, whereas single women show but 2.45 years. There is no appreciable difference in median tenure of principals in present positions on the basis of marital status. Differences in the case of married men and married women are marked. Married men and married women show greater median tenure in present position than do single men and single women. The median tenure of married women is greater than that of married men.

Accredited Status of High School.—The schools from which the teachers included in this study reported are schools having state-approval by the Louisiana State Department of Education. Some of the schools are members of the Southern Association of Colleges and Secondary Schools. Membership in the organization is based in part on the ability of member schools to maintain certain standards set up by the organization.[1] The standards of the organization are more rigid and far-reaching than those required for state approval.[2] Membership in the organization brings to the member school a modicum of prestige.

Are there differences in median tenure in present position on the basis of membership of the high school in the Southern As-

[1] *Proceedings of the Association of Colleges and Secondary Schools of the Southern States*, 1930, 284-86.

[2] *Louisiana High School Standards*, 128-32. Bulletin 161, Louisiana State Department of Education.

sociation of Colleges and Secondary Schools? Do principals and teachers in member schools show longer median tenure than principals and teachers in non-member schools?

TABLE IV

YEARS OF SERVICE IN PRESENT POSITION AND STATUS OF HIGH SCHOOL PRINCIPALS, MEN, WOMEN

YEARS	PRINCIPALS			MEN			WOMEN		
	Mem.	Non M.	Tot.	Mem.	Non M.	Tot.	Mem.	Non M.	Tot.
Highest	22	25	25	14	21	21	29	22	29
Median	7.69	6.07	6.58	2.72	2.67	2.69	2.69	2.39	2.61
Lowest	1	1	1	1	1	1	1	1	1
Cases	57	124	181	95	131	226	363	297	660

Principals in member schools show a median tenure of 7.69 years; in non-member schools, 6.07 years. For men in member schools median tenure is 2.72 years; in non-member schools, 2.67 years. For women the medians of tenure in member and non-member schools are 2.96 years and 2.39 years, respectively. Principals and women in member schools show greater median tenure than those in non-member schools. In the case of men the medians of tenure are nearly equal.

Salary in Present Position.—Are there differences in median tenure in present position on the basis of salary in present position? Is higher median tenure found at higher salary levels?

TABLE V

YEARS OF SERVICE IN PRESENT POSITION AND SALARY IN PRESENT POSITION—PRINCIPALS

YEARS	ANNUAL SALARY									
	1100–1399	1400–1699	1700–1999	2000–2299	2300–2599	2600–2899	2900–3199	3200–3499	3500–3799	Total
Highest	7	12	15	22	22	25	14	10	6	25
Median	7.50	5.00	5.50	6.75	7.00	7.00	7.83	7.50	5.00	6.50
Lowest	7	1	1	1	1	1	1	2	3	1
Cases	1	14	24	72	26	26	13	3	2	181

In this and in many succeeding tables some of the medians must be neglected in the discussion since they are derived from cases so few in number as to make them unreliable for purposes of comparison. For the sake of consistency, medians based on frequency totals of less than ten are, generally, not considered in the discussion of tables showing large totals.

Table V shows for principals that as salary levels increase median tenure increases. Median tenure at the $1,550* salary level is 5.00 years; at the $3,050 level it is 7.83 years. A similar situation is shown for men in Table VI. At the $1,050 salary

TABLE VI

YEARS OF SERVICE IN PRESENT POSITION AND SALARY IN PRESENT POSITION—MEN

YEARS	ANNUAL SALARY							
	600–899	900–1199	1200–1499	1500–1799	1800–2099	2100–2399	2400–2699	Total
Highest	2	6	10	8	6	14	10	14
Median	1.75	2.29	2.50	2.94	3.25	6.75	5.00	2.67
Lowest	1	1	1	1	1	6	1	1
Cases	3	54	90	35	29	3	8	222

level median tenure is 2.29 years. It increases through intervening salary levels to 3.25 years at the $1,950 level. For women the situation is shown in Table VII. Median tenure at

TABLE VII

YEARS OF SERVICE IN PRESENT POSITION AND SALARY IN PRESENT POSITION—WOMEN

YEARS	ANNUAL SALARY				
	600–899	900–1199	1200–1499	1500–1799	Total
Highest	4	17	30	30	30
Median	1.69	2.43	3.87	5.17	2.75
Lowest	1	1	1	1	1
Cases	33	433	159	15	640

*The mid-point of the salary interval is used here and in later instances to identify salary level.

the $750 level is 1.69 years. Increases are found at succeeding levels with a median tenure of 5.17 years at the $1,650 salary level.

There is evidence in the cases of principals and men and women teachers that median tenure increases with increases in salary levels.

Average Salary in the Present Position.—Are there differences in median salary on the basis of average salary in present position? Do medians of tenure in present position increase with increased average salary levels?

TABLE VIII
YEARS OF SERVICE IN PRESENT POSITION AND AVERAGE SALARY IN PRESENT POSITION—PRINCIPALS

YEARS	ANNUAL SALARY									
	1100–1399	1400–1699	1700–1999	2000–2299	2300–2599	2600–2899	2900–3199	3200–3499	3500–3799	Total
Highest	6	18	25	22	14	13	10	7	6	25
Median	6.00	6.50	7.00	5.25	8.33	4.75	7.25	5.00	5.00	6.63
Lowest	5	1	1	1	1	1	1	2	3	1
Cases	2	18	46	55	38	11	7	2	2	181

Medians of tenure for each salary level are shown for principals in Table VIII. There is no evidence that increases in median tenure for principals occur at progressively increasing salary levels. High median tenure is about as likely to appear with a low average salary level as with a high one.

TABLE IX
YEARS OF SERVICE IN PRESENT POSITION AND AVERAGE SALARY IN PRESENT POSITION—MEN

YEARS	ANNUAL SALARY							
	600–899	900–1199	1200–1499	1500–1799	1800–2099	2100–2399	2400–2699	Total
Highest	2	21	10	7	14	8	3	21
Median	1.75	2.35	2.53	2.83	3.30	6.50	2.50	2.65
Lowest	1	1	1	1	1	2	1	1
Cases	3	58	89	38	23	7	2	220

Table IX indicates for men progressive increases in median tenure with increasing levels of average of salary in present position. Men teachers at the $1,050 salary level have a median tenure of 2.35 years; those at the $1,950 level have a median tenure of 3.30 years.

TABLE X

YEARS OF SERVICE IN PRESENT POSITION AND AVERAGE SALARY IN PRESENT POSITION—WOMEN

YEARS	ANNUAL SALARY					
	600–899	900–1199	1200–1499	1500–1799	1800–2099	Total
Highest	29	29	16	7	3	29
Median	1.75	2.55	3.50	5.00	3.50	2.66
Lowest	1	1	1	1	3	1
Cases	36	459	130	10	1	636

A similar situation is found in the case of women as is shown in Table X. The median tenure at the $750 salary level is 1.75 years; the medians increase to 5.00 years at the $1,650 level.

In the case of principals there is no evidence on the basis of median tenure that those who have longer tenure in their present positions have received higher average salaries. There is definite indication on the basis of medians of tenure that those men and women who have had longer tenure in their present positions have received higher average salaries in their present positions.

Average Salary in High School Positions.—Are there differences in median tenure in present position on the basis of average salary in all high school positions? Do medians of tenure in present position indicate that those who have served longer in present positions have received higher average salaries in their high school teaching careers?

Table XI shows for principals that median tenure in present position increases with increases in salary levels. Increases are shown from the $1,250 salary level, at which median tenure is

TABLE XI

YEARS OF SERVICE IN PRESENT POSITION AND AVERAGE SALARY IN HIGH SCHOOL—PRINCIPALS

YEARS	ANNUAL SALARY							
	1100–1399	1400–1699	1700–1999	2000–2299	2300–2599	2600–2899	2900–3199	Total
Highest	15	18	25	22	13	6	10	25
Median	2.83	5.13	7.10	7.17	7.83	4.50	10.50	6.55
Lowest	1	1	1	1	1	1	10	1
Cases	9	51	53	45	15	4	1	178

2.83 years, to the $2,450 salary level, at which median tenure is 7.83 years.

TABLE XII

YEARS OF SERVICE IN PRESENT POSITION AND AVERAGE SALARY IN HIGH SCHOOL—MEN

YEARS	ANNUAL SALARY						
	600–899	900–1199	1200–1499	1500–1799	1800–2099	2100–2299	Total
Highest	2	21	6	10	14	8	21
Median	1.75	2.31	2.60	3.00	3.25	6.75	2.64
Lowest	1	1	1	1	1	2	1
Cases	3	58	91	44	16	5	217

The accompanying table, Table XII, shows a similar situation for men teachers. Progressive increases in median tenure with increasing salary levels are shown extending from 2.31 years at the $1,050 level to 3.25 years at the $1,950 level.

Table XIII shows that median tenure for women increases from 1.88 years at the $750 level to 3.69 years at the $1,350 level.

On the basis of median tenure it may be said that those principals and teachers who have served longer in their present positions have received higher average salaries in their high school teaching careers.

TABLE XIII

YEARS OF SERVICE IN PRESENT POSITION AND AVERAGE SALARY IN HIGH SCHOOL—WOMEN

YEARS	ANNUAL SALARY				
	600–899	900–1199	1200–1499	1500–1799	Total
Highest	29	29	9	7	29
Median	1.88	2.62	3.69	4.50	2.66
Lowest	1	1	1	2	1
Cases	37	505	77	4	623

Size of School.—Are there differences in median tenure in present position on the basis of size of school as measured by the number of high school teachers (including the principal) in the school? Is there evidence that median tenure is higher in large schools than in small schools?

TABLE XIV

YEARS OF SERVICE IN PRESENT POSITION AND SIZE OF SCHOOL—PRINCIPALS

YEARS	NUMBER OF HIGH SCHOOL TEACHERS									
	3–4	5–6	7–8	9–10	11–12	13–14	15–16	17–18	19–20	Total
Highest	17	22	12	25	13	22	3	7	13	25
Median	6.00	7.00	7.30	6.67	6.50	14.50	2.50	7.00	9.00	6.60
Lowest	1	1	2	1	1	12	1	6	4	1
Cases	72	58	21	16	6	3	2	2	2	182

Table XIV gives data on principals. There is some evidence of median tenure increasing as size of school increases. Medians of tenure are respectively, 6.00, 7.00, 7.30, and 6.67 years in 3 to 4, 5 to 6, 7 to 8, and 9 to 10 teacher schools.

There is evidence in Table XV of slight decreases in median tenure of men as the size of the school increases. For example, median tenure is 2.96 years in 3 to 4 teacher schools; it is 1.90 years and 2.50 years in 11 to 12 and 13 to 14 teacher schools, respectively.

TABLE XV

YEARS OF SERVICE IN PRESENT POSITION AND SIZE OF SCHOOL—MEN

YEARS	NUMBER OF HIGH SCHOOL TEACHERS									
	3–4	5–6	7–8	9–10	11–12	13–14	15–16	17–18	19–20	Total
Highest	21	10	5	14	3	8	3	7	3	21
Median	2.96	2.79	2.50	2.79	1.90	2.50	2.00	4.50	1.83	2.63
Lowest	1	1	1	1	1	1	1	2	1	1
Cases	53	67	34	37	9	11	6	3	5	225

TABLE XVI

YEARS OF SERVICE IN PRESENT POSITION AND SIZE OF SCHOOL—WOMEN

YEARS	NUMBER OF HIGH SCHOOL TEACHERS									
	3–4	5–6	7–8	9–10	11–12	13–14	15–16	17–18	19–20	Total
Highest	16	22	17	13	29	29	7	22	3	29
Median	2.05	2.18	3.08	3.00	3.10	3.25	2.00	2.58	3.25	2.69
Lowest	1	1	1	1	1	1	1	1	1	1
Cases	126	176	100	84	44	58	18	23	30	659

In the case of women, Table XVI shows that median tenure increases as size of school increases, but the increases are not in constant ascending order. Median tenure in 3 to 4 teacher schools is 2.05 years, in 19 to 20 teacher schools it is 3.25 years.

There is evidence that median tenure of principals increases slightly as size of school increases. There is more pronounced evidence of the same condition in the case of women. No evidence of increased median tenure with increased size of school is found for men.

Size of Community.—Does median tenure in present position increase as the size of the community (as measured by population) increases? Is there evidence that teachers serve longer in their present positions in large communities than in small communities? Data for principals are found in Table XVII. There is evidence of some increase in median tenure in communities from less than a thousand in population to communities with

TABLE XVII

YEARS OF SERVICE IN PRESENT POSITION AND COMMUNITY POPULATION
PRINCIPALS

YEARS	POPULATION										
	0–999	1000–1999	2000–2999	3000–3999	4000–4999	5000–5999	6000–6999	7000–7999	.....	14000–14999	Total
Highest	25	22	12	12	13	7	22	14		4	25
Median	6.33	7.50	7.50	3.00	8.50	6.00	18.00	14.50		4.50	6.60
Lowest	1	1	3	1	3	3	13	14		4	1
Cases	120	35	9	8	2	4	2	1		1	182

population under three thousand people. For larger communities frequencies are small and variation is not at all regular or consistent.

TABLE XVIII

YEARS OF SERVICE IN PRESENT POSITION AND COMMUNITY POPULATION
MEN

YEARS	POPULATION										
	0–999	1000–1999	2000–2999	3000–3999	4000–4999	5000–5999	6000–6999	7000–7999	8000–8999	14000–14999	Total
Highest	10	21	7	4	5	4	4	6	8	3	21
Median	2.82	2.64	3.50	2.00	2.50	2.50	1.83	4.00	8.50	1.75	2.68
Lowest	1	1	1	1	1	1	1	1	8	1	1
Cases	114	56	11	20	6	9	5	2	1	3	227

Table XVIII shows that there is no evidence in the case of men of median tenure increasing as size of the community increases.

In the case of women, Table XIX shows that median tenure increases with size of community, but the increases are neither consistent nor regular. Median tenure in the smallest communities is 2.64 years; in the largest it is 4.13 years. Medians at intervening population levels are in order 2.90, 3.22, 2.75, 2.60, 2.69, 3.00, 3.75, and 5.50 years.

TABLE XIX

YEARS OF SERVICE IN PRESENT POSITION AND COMMUNITY POPULATION
WOMEN

YEARS	POPULATION										
	0–999	1000–1999	2000–2999	3000–3999	4000–4999	5000–5999	6000–6999	7000–7999	8000–8999	14000–14999	Total
Highest	22	21	11	13	8	22	29	13	13	8	29
Median	2.64	2.90	3.32	2.75	2.60	2.69	3.00	3.75	5.50	4.13	2.68
Lowest	1	1	1	1	1	1	1	1	1	1	1
Cases	284	129	59	65	26	31	30	9	11	15	659

In the cases of principals and men there is little evidence of median tenure increasing with increased size of community. There is evidence of such in the case of women.

Hours of Professional Training.—Are there differences in median tenure in present position on the basis of hours of professional training? Does median tenure in present position tend to increase as hours of professional training increase?

TABLE XX

YEARS OF SERVICE IN PRESENT POSITION AND HOURS OF PROFESSIONAL TRAINING—PRINCIPALS

YEARS	HOURS OF PROFESSIONAL TRAINING									
	0–4	5–9	10–14	15–19	20–24	25–29	30–34	35–39	40–44	Total
Highest	7	11	12	18	11	15	10	0	11	18
Median	4.50	7.50	5.50	7.50	3.83	7.00	7.00	0.0	11.50	6.17
Lowest	1	1	1	1	2	1	3	0	11	1
Cases	5	11	21	22	11	12	4	0	1	87

Table XX gives the data on principals. Median tenure does not increase consistently with increased hours of professional training. High median tenure appears as likely to occur with low levels of professional hours as with high.

Table XXI gives data on men and reveals the fact that median tenure is constant (with an exception at the second level of

TABLE XXI

YEARS OF SERVICE IN PRESENT POSITION AND HOURS OF PROFESSIONAL TRAINING—MEN

YEARS	HOURS OF PROFESSIONAL TRAINING						
	0–4	5–9	10–14	15–19	20–24	25–29	Total
Highest	5	10	6	5	2	2	10
Median	2.50	3.17	2.55	2.50	2.50	2.50	2.66
Lowest	1	1	1	1	2	2	1
Cases	13	31	42	17	1	1	105

hours) at approximately 2.50 years at all levels of hours of professional training.

TABLE XXII

YEARS OF SERVICE IN PRESENT POSITION AND HOURS OF PROFESSIONAL TRAINING—WOMEN

YEARS	HOURS OF PROFESSIONAL TRAINING								
	0–4	5–9	10–14	15–19	20–24	25–29	30–34	35–39	Total
Highest	5	5	13	21	9	9	1	3	21
Median	3.00	2.28	2.16	3.19	3.60	2.00	1.50	3.50	2.57
Lowest	1	1	1	1	1	1	1	3	1
Cases	4	51	118	77	22	6	3	2	283

Table XXII shows for women that there is some tendency for median tenure to vary as hours of professional training vary. The median at 5 to 9 hours is 2.28 years; at 20 to 24 hours it is 3.60 years.

Median tenure for principals and men indicates that there is little or no tendency for those with more hours of professional training to have longer tenure in present positions. There is evidence that women with longer tenure are those with the greater number of hours of professional training.

Major Teaching Activity.—Are there differences in median tenure in present position on the basis of subjects taught?

As the major activity of most of the principals was found to be supervision and administration, data on principals are omitted from consideration.

TABLE XXIII

YEARS OF SERVICE IN PRESENT POSITION AND MAJOR TEACHING ACTIVITY—MEN

YEARS	TEACHING ACTIVITY							
	Agric.	For. L.	Eng.	Soc. S.	Math.	Com.	Sci.	Total
Highest	10	6	21	6	10	5	14	21
Median	3.83	3.50	3.00	3.00	2.58	2.50	2.48	2.69
Lowest	1	1	1	1	1	1	1	1
Cases	25	13	6	26	74	11	71	226

Table XXIII shows that the highest median tenure, 3.83 years, is found for teachers of agriculture. The lowest median tenure is that of 2.48 years for teachers of science. Teachers of foreign language have the second highest median, 3.50 years, whereas teachers of commerce are next to lowest with a median tenure of 2.50 years.

TABLE XXIV

YEARS OF SERVICE IN PRESENT POSITION AND MAJOR TEACHING ACTIVITY—WOMEN

YEARS	TEACHING ACTIVITY								
	Math.	For. L.	Mu.-Art	Sci.	Eng.	H. Ec.	Soc. S.	Com.	Total
Highest	21	22	4	29	22	29	16	11	29
Median	3.63	3.27	3.00	2.78	2.68	2.36	2.33	2.29	2.69
Lowest	1	1	1	1	1	1	1	1	1
Cases	73	64	4	40	228	134	70	45	658

Data for women are shown in Table XXIV. It is found that teachers of mathematics have the highest median tenure, 3.63 years. The lowest, 2.29 years, is found in teachers of commerce. As is the case with men, so it is with women, teachers of

foreign language show next to highest median tenure—3.27 years. Teachers of social science, with a median tenure of 2.33 years, are next to lowest.

There are differences in median tenure on the basis of subjects taught. For men, the order on the basis of median tenure from highest to lowest is agriculture, foreign language, social science and English (the same), mathematics, commerce, and science. For women the order is mathematics, foreign language, music-art, science, English, home economics, social science, and commerce.

Teaching Activity and the Academic Major of College Training.—Is there greater median tenure in present position for those teachers who are teaching in fields identical with the academic majors of their college training? From the total group of teachers whose records of academic majors were secured, those teaching in fields identical with their academic major in college were selected and a tabulation was made on the basis of tenure in present position and identity of teaching activity with academic major. The remainder of those whose records of academic majors had been secured were used in making a tabulation based on tenure in present position and teaching field *not* identical with the academic major of college training. It should be noted that men and women are included in each of the tables.

TABLE XXV

YEARS OF SERVICE IN PRESENT POSITION AND MAJOR TEACHING ACTIVITY IDENTICAL WITH THE MAJOR ACADEMIC FIELD IN THE COLLEGE CAREER

YEARS	TEACHING ACTIVITY									
	Com.	Music-Art	For. L.	Soc. S.	Eng.	Math.	Agri.	Sci.	H. Ec.	Total
Highest	5	4	12	7	13	10	11	6	10	13
Median	4.25	4.00	3.63	3.33	3.13	2.88	2.86	2.83	1.92	2.71
Lowest	1	3	1	1	1	1	1	1	1	1
Cases	7	2	17	13	74	13	20	15	66	227

TABLE XXVI

YEARS OF SERVICE IN PRESENT POSITION AND TEACHING FIELD WHICH IS NOT IDENTICAL WITH THE ACADEMIC MAJOR IN COLLEGE

YEARS	TEACHING ACTIVITY						
	Math.	For. L.	Soc. S.	Sci.	Eng.	Com.	Total
Highest	18	8	11	8	7	9	18
Median	3.50	3.20	2.64	2.50	1.89	1.75	2.71
Lowest	1	1	1	1	1	1	1
Cases	66	22	66	29	27	12	192

Observations are based on a comparison of medians in the two tables. Median tenure is greater for teachers of commerce, English, foreign language, social science, and science where the teachers are teaching in fields identical with the college majors than for teachers not doing so. The opposite is true in the case of teachers of mathematics.

In general, it may be said that teachers who are teaching in the fields of their college majors have longer tenure in present position than those teaching in fields other than the fields of their college majors.

SUMMARY

1. *Position and Sex.*—Principals have decidedly longer tenure in present position than do teachers. This can probably be accounted for on the basis of several reasons. There are fewer positions of principals than of teachers. Salaries of principals are higher than salaries of teachers. The position of principal often provides opportunities for the initiation and development of programs of work which require a number of years for completion. If there is such an influence as the last in the case of teachers, it is probably not as potent as in the case of principals.

As between men and women there is no difference in tenure in present position in high school.

2. *Marital Status.*—There is a negligible difference in tenure in present position between single principals and married prin-

cipals. Married men have a tenure in present position greater than that of single men; the difference is 1.09 years. Married women have a greater tenure than single women; the difference is 2.05 years. Married women have longer tenure than married men. This last situation is probably due to the fact that many of the married women have husbands whose employment or whose business interests do not permit removal to another school community, and the wives must either teach at home or not teach at all, if normal marital status is to be maintained. In the case of married men, positions may be changed usually without such a set of complicating conditions.

3. *Accredited Status of School.*—Principals in schools that are members of the Southern Association of Colleges and Secondary Schools show somewhat longer tenure in present position than do principals of schools which are not members. Such a situation may be accounted for on the basis of the probable influence of several factors. The prestige attached to the principalship of an accredited school may be an influence. The desire to acquire such prestige may have held principals in schools while efforts were under way to secure accreditization. Administrative officers probably seek to hold in their positions principals who have assisted in bringing schools to an accredited status or whose administrations as principals have aided in maintaining schools in an accredited status. Accreditization by the association is sought; schools that are members are usually considered more desirable schools by the school people. Principalships in these schools are considered among the more desirable in the state.

In the case of both men and women tenure in present position in accredited schools is slightly longer than is such tenure in non-accredited schools.

4. *Salary in Present Position.*—There is some evidence that principals, men, and women with longer tenure in present position receive higher salaries than those with shorter tenure. While there is no statewide salary schedule in effect, a number

of Louisiana parishes have more or less tentative schedules which provide for increments on the basis of increasing years of service. Even where there is neither a tentative nor a fixed salary schedule in effect, it is not unusual for increased periods of satisfactory service to be rewarded with increases in pay.

5. *Average Salary in Present Positions.*—There is little or no evidence that principals with longer tenure in present positions have received higher average salaries in their present positions than principals with shorter tenure. Of the 182 principals treated in Table XIV, 130 are shown to be in schools ranging in size from 3 to 6 teachers. Table I A shows almost consistent increases in salary as increases in size of school occur. In small schools salaries are, in general, smaller than in large schools. This fact would tend to render averages of salary smaller over a period of years than in the case of larger school. In general, the range of tenure in present position is greater at the lower salary levels than in the higher salary levels. In numerous cases the relatively low salaries of the pre-war, war, and immediately-following-the-war years enter into the average salaries for such principals as have tenure in present position extending into those years.

Men and women with longer tenure in present position received, in general, higher average salaries in present positions than did those with shorter tenure. As has been pointed out, tenure of men and women in present position is shorter than that of principals. Table XV shows that but 120 of the 225 men are in schools of from 3 to 6 teachers where salaries are lower than in larger schools (Table II A); Table XVI shows that 302 of the 659 women are in schools of such size. Furthermore, there is a smaller proportion of both men and women at the upper portion of the tenure columns at low salary levels.

6. *Average Salary in High School.*—In general, those principals, men, and women who have served longer in their present positions have received higher average salaries in their high school teaching careers than have those who have had shorter

service. Principals and teachers who, in general, have been better paid in their high school teaching careers apparently have been longer in present positions than those with smaller average salaries in their high school teaching careers.

7. *Size of School.*—There is slight indication that principals with longer tenure in present position are in larger schools. Table I A shows that medians of salary in present position increase consistently with increases in size of school. When these facts are considered together it is not surprising that longer tenure tends to accompany size of school in the case of principals. There is more pronounced indication in the case of women. In their case, however, Table III A does not show consistent increases in salary in present position with increases in size of school though there is evidence of a tendency for such to be the case. There is no evidence that men with longer tenure are found in larger schools and men with shorter tenure in smaller schools.

8. *Size of Community.*—There is little evidence in the cases of principals and men that those with long tenure in present position are in the large communities. There is definite evidence that such is the case with women.

9. *Hours of Professional Training.*—There is little or no tendency for principals and men with long tenure in present position to have more hours of professional training than those with short tenure. In the case of women those with long tenure in present position have more hours of professional training than those with short tenure.

10. *Major Teaching Activity.*—There are differences in tenure of men in present position on the basis of major teaching activities. The subjects in order of tenure, from highest to lowest, are agriculture, foreign language, social science, and English (the same), mathematics, commerce, and science.

There are differences in present tenure among women on the same basis. The order, in like manner, is mathematics, foreign

language, music-art, science, English, home economics, social science, and commerce.

11. *Teaching Activity and the Academic Major of College Training.*—In general, teachers whose teaching fields are identical with the academic majors of their college careers have longer tenure in present position than do teachers whose teaching fields are not identical with the academic majors of their college careers.

Section II

TENURE, OR YEARS OF SERVICE, IN HIGH SCHOOL

In so far as possible data on tenure in high school are treated in the same manner as were those on tenure in present position, in the preceding section.

Position and Sex.—Are there differences in median tenure in high school as between principals and teachers? Are there differences between teachers on the basis of sex?

TABLE XXVII

YEARS OF SERVICE IN HIGH SCHOOL—PRINCIPALS, MEN, WOMEN

YEARS	PRINCIPALS	MEN	WOMEN
Highest	30	24	30
Median	11.82	4.07	4.31
Lowest	2	1	1
Cases	182	226	658

Table XXVII gives the data on these points. There is a striking difference in median tenure for principals and median tenure for teachers. Principals have a median tenure in high school service of 11.83 years, whereas the medians for men and women teachers, respectively, are 4.07 years and 4.31 years. The range of service is longer for principals and women than for men.

On the basis of sex there is no striking difference, as the medians for men and women cited above indicate.

TABLE XXVIII

PERCENTAGES THROUGH ONE-YEAR AND FIVE-YEAR LEVELS ACCORDING TO YEARS OF SERVICE IN HIGH SCHOOL—PRINCIPALS, MEN, WOMEN

YEARS	PRINCIPALS	MEN	WOMEN
5 or less	12.0	72.6	66.4
1	0.0	15.0	19.1
Cases	182	226	658

From Table XXVIII it may be seen that 0.0 per cent of the principals have had but one year of tenure in high school. Of the men, 15.0 per cent, and of the women, 19.1 per cent have had a tenure of one year in high school positions. Of the principals, 12.0 per cent, of the men, 72.6 per cent, and of the women, 66.4 per cent have had five years or less of tenure in high school positions.

Marital Status.—Are there differences in median tenure in high school on the basis of marital status?

TABLE XXIX

YEARS OF SERVICE IN HIGH SCHOOL AND MARITAL STATUS—PRINCIPALS, MEN, WOMEN

YEARS	PRINCIPALS			MEN			WOMEN		
	Sing.	Mar.	Tot.	Sing.	Mar.	Tot.	Sing.	Mar.	Tot.
Highest	22	30	30	23	16	23	30	18	30
Median	8.50	12.06	11.84	3.29	5.89	4.02	2.90	6.78	4.24
Lowest	4	2	2	1	1	1	1	1	1
Cases	15	160	175	125	98	223	550	90	640

Table XXIX shows that married principals have a median tenure of 12.06 years whereas single principals have a median tenure of 8.50 years. Married men have a median tenure of 5.89 years as compared with 3.29 years for single men, and married women have a median tenure of 6.78 years whereas single women have 2.90 years of tenure. Marked differences in

median tenure are found in the three groups, with longer median tenure for married principals and teachers.

Accredited Status of High School.—Are there differences in median tenure in high school on the basis of membership of the high school in an accrediting organization? Is median tenure in high school greater for those in the schools accredited by the Southern Association of Colleges and Secondary Schools than for those in schools not so accredited? Table XXX shows that median tenure in high school is consistently higher for principals, men, and women who are teaching in schools accredited

TABLE XXX

YEARS OF SERVICE IN HIGH SCHOOL AND STATUS OF HIGH SCHOOL PRINCIPALS, MEN, WOMEN

YEARS	PRINCIPALS			MEN			WOMEN		
	Member	Non-Mem.	Total	Member	Non-Mem.	Total	Member	Non-Mem.	Total
Highest	25 or more	25 or more	30	23	21	23	25 or more	25 or more	30
Median	13.38	11.27	11.81	4.58	3.79	4.09	5.10	3.62	4.32
Lowest	4	2	2	1	1	1	1	1	1
Cases	57	124	181	95	132	227	363	297	660

by the association. For principals in accredited schools, the median tenure is 2.11 years greater; for men .79 of a year; and for women, 1.48 years.

In general, it may be said that teachers of longer experience in high school work are found in accredited schools, and teachers of shorter experience in high school work are found in non-accredited schools.

Salary in Present Position.—Are there differences in median tenure in high school on the basis of salaries in present position? Is there evidence that teachers with longer high school experience received higher salaries in their positions in 1930-31?

Table XXXI shows the data on this point for principals. In general, as salary levels increase median tenure in high school

TABLE XXXI

YEARS OF SERVICE IN HIGH SCHOOL AND SALARY IN PRESENT POSITION
PRINCIPALS

YEARS	ANNUAL SALARY									
	1100–1399	1400–1699	1700–1999	2000–2299	2300–2599	2600–2899	2900–3199	3200–3499	3500–3799	Total
Highest	7	12	28	30	23	25	25	17	15	30
Median	7.50	6.75	10.33	12.35	12.33	13.00	11.50	13.50	13.00	11.94
Lowest	7	2	4	4	5	4	9	10	10	2
Cases	1	14	24	73	26	26	13	3	2	182

increases, but the increases are neither regular nor constant. Median tenure at the $1,550 salary level is 6.75 years; at the $2,750 level it is 13.00 years, and at the $3,050 level, 11.50 years.

TABLE XXXII

YEARS OF SERVICE IN HIGH SCHOOL AND SALARY IN PRESENT POSITION
MEN

YEARS	ANNUAL SALARY							
	600–899	900–1199	1200–1499	1500–1799	1800–2099	2100–2399	2400–2699	Total
Highest	2	11	23	15	15	16	10	23
Median	1.75	3.15	3.78	5.50	4.79	11.50	8.00	4.07
Lowest	1	1	1	1	1	7	3	1
Cases	3	54	91	36	29	3	8	224

Table XXXII shows a somewhat similar situation for men. At the $1,050 salary level median tenure in high school is 3.15 years; at the $1,650 level, it is 5.50 years; and at the $1,950 level, 4.79 years.

Table XXXIII indicates for women increase in median tenure at each increase in salary level. At the $750 salary level, median tenure is 1.97 years; at the $1,650 level, it is 11.75 years.

In general, increased median tenure accompanies increased levels of salary in present position. The most marked evidence

TABLE XXXIII

YEARS OF SERVICE IN HIGH SCHOOL AND SALARY IN PRESENT POSITION
WOMEN

YEARS	ANNUAL SALARY				
	600–899	900–1199	1200–1499	1500–1799	Total
Highest	8	29	29	21	29
Median	1.97	3.51	7.78	11.75	4.32
Lowest	1	1	1	5	1
Cases	33	435	158	15	641

is found in the case of women. Principals, men, and women with longer teaching experience in high school received the better salaries in their positions in 1930-31.

Average Salary in Present Position.—Are there differences in median tenure in high school on the basis of average salary in the present position? Have those with longer high school experience received high average salaries in their present position?

TABLE XXXIV

YEARS OF SERVICE IN HIGH SCHOOL AND AVERAGE SALARY IN PRESENT POSITION—PRINCIPALS

YEARS	ANNUAL SALARY									
	1100–1399	1400–1699	1700–1999	2000–2299	2300–2599	2600–2899	2900–3199	3200–3499	3500–3799	Total
Highest	6	21	30	29	23	22	25	17	15	30
Median	6.00	7.50	12.20	12.21	12.00	11.50	11.50	15.50	13.00	11.81
Lowest	5	2	4	4	4	4	10	13	10	2
Cases	2	18	46	55	38	11	7	2	2	181

Table XXXIV shows, for principals, between the $1,850 and the $3,050 salary levels little difference in median tenure at each salary level. However, at the $1,550 level the median tenure is 7.50 years whereas at the next level above, the $1,850 level, it is 12.20 years. It may be said that there is evidence of a slight

tendency for principals with longer tenure in high school to have received higher average salaries in their present positions.

TABLE XXXV

YEARS OF SERVICE IN HIGH SCHOOL AND AVERAGE SALARY IN PRESENT POSITION—MEN

YEARS	ANNUAL SALARY							
	600–899	900–1199	1200–1499	1500–1799	1800–2099	2100–2399	2400–2699	Total
Highest	2	21	10	23	16	11	8	23
Median	1.75	3.20	4.09	5.00	5.50	7.83	6.00	4.06
Lowest	1	1	1	1	1	6	2	1
Cases	3	58	90	38	23	7	2	221

The data for men are found in Table XXXV. As average salary levels increase, median tenure increases. At the $1,050 level, median tenure is 3.20 years; at the $2,250 level, it is 7.83 years. A similar situation is shown for women by the data in

TABLE XXXVI

YEARS OF SERVICE IN HIGH SCHOOL AND AVERAGE SALARY IN PRESENT POSITION—WOMEN

YEARS	ANNUAL SALARY					
	600–899	900–1199	1200–1499	1500–1799	1800–2099	Total
Highest	29	29	25	19	13	29
Median	2.14	3.65	7.60	12.00	13.50	4.28
Lowest	1	1	1	5	13	1
Cases	36	460	128	10	1	635

Table XXXVI. Median tenure at the $750 level is 2.14 years; at the $1,650 level, it is 12.00 years, with increases in median tenure at each intervening average salary level.

Average Salary in High School.—Do medians of tenure in high school positions indicate that those who have served longer

in high schools have received higher average salaries in their high school teaching careers?

TABLE XXXVII

YEARS OF SERVICE IN HIGH SCHOOL AND AVERAGE SALARY IN HIGH SCHOOL—PRINCIPALS

YEARS	ANNUAL SALARY							
	1100–1399	1400–1699	1700–1999	2000–2299	2300–2599	2600–2899	2900–3199	Total
Highest	30	29	27	23	25	20	10	30
Median	8.50	13.13	11.17	11.75	11.17	14.50	10.50	12.31
Lowest	5	2	4	4	5	10	10	2
Cases	9	51	53	45	15	4	1	178

Table XXXVII indicates in the case of principals that the opposite is true. At the $1,550 average salary level median tenure is 13.13 years, whereas at the $2,450 level it is 11.17 years. Medians of tenure at intervening average salary levels show little evidence of an opposite tendency.

TABLE XXXVIII

YEARS OF SERVICE IN HIGH SCHOOL AND AVERAGE SALARY IN HIGH SCHOOL—MEN

YEARS	ANNUAL SALARY						
	600–899	900–1199	1200–1499	1500–1799	1800–2099	2100–2399	Total
Highest	2	23	14	15	16	10	23
Median	1.75	3.13	4.19	6.08	4.50	7.75	4.00
Lowest	1	1	1	1	1	6	1
Cases	3	58	91	43	16	5	216

In the case of men, Table XXXVIII shows, in general, that medians of tenure increase as average salary levels increase. Medians of tenure are 3.13, 4.19, 6.08, and 4.50 years, respectively, at the $1,050, $1,350, $1,650, and $1,950 average salary levels.

TABLE XXXIX

YEARS OF SERVICE IN HIGH SCHOOL AND AVERAGE SALARY IN HIGH SCHOOL—WOMEN

YEARS	ANNUAL SALARY				
	600–899	900–1199	1200–1499	1500–1799	Total
Highest	29	29	30	13	30
Median	2.50	3.90	8.26	11.50	4.21
Lowest	1	1	1	10	1
Cases	37	505	77	4	623

Pronounced evidence in the case of women is shown, in Table XXXIX, that medians of tenure increase with increases in average salary levels. Median tenure at the $750 average salary level is 2.50 years, whereas it is 8.25 years at the $1,350 level.

Medians of tenure indicate that principals with longer tenure in high school have received lower average salaries in their high school teaching careers than principals with shorter tenure. In the cases of men and women, the contrary appears to be true.

Size of School.—Is there evidence on the basis of median tenure in high school, that those with longer experience are found in larger schools? Are those principals and teachers with longer experience in the larger schools?

TABLE XL

YEARS OF SERVICE IN HIGH SCHOOL AND SIZE OF SCHOOL—PRINCIPALS

YEARS	NUMBER OF HIGH SCHOOL TEACHERS									
	3–4	5–6	7–8	9–10	11–12	13–14	15–16	17–18	19–20	Total
Highest	29	30	25	25	25	22	10	17	15	30
Median	11.17	12.75	11.63	11.67	10.50	21.50	7.50	16.50	15.50	11.83
Lowest	4	2	5	5	5	17	4	15	15	2
Cases	72	58	21	16	6	3	2	2	2	182

Table XL indicates for principals evidence of a slight tendency for those with greater experience in high school teaching

to be in larger schools. In schools of 3 to 4 teachers to schools of 9 to 10 teachers, the medians of tenure are 11.17, 12.75, 11.63, and 11.67 years. In schools of 11 to 12 teachers and above numbers of cases are small; medians of tenure range from 7.50 years to 21.50 years.

TABLE XLI

YEARS OF SERVICE IN HIGH SCHOOL AND SIZE OF SCHOOL—MEN

YEARS	NUMBER OF HIGH SCHOOL TEACHERS									
	3–4	5–6	7–8	9–10	11–12	13–14	15–16	17–18	19–20	Total
Highest	21	11	10	23	11	10	15	9	15	23
Median	3.82	4.45	3.30	3.88	3.50	4.25	7.50	4.75	5.50	4.07
Lowest	1	1	1	1	1	1	4	4	1	1
Cases	53	67	35	37	9	11	6	3	5	226

There appears, as shown in Table XLI, to be little tendency in the case of men for increases in median tenure in high school to accompany increases in size of school.

TABLE XLII

YEARS OF SERVICE IN HIGH SCHOOL AND SIZE OF SCHOOL—WOMEN

YEARS	NUMBER OF HIGH SCHOOL TEACHERS									
	3-4	5-6	7-8	9-10	11-12	13–14	15–16	17–18	19–20	Total
Highest	22	27	19	21	29	29	13	25	21	29
Median	3.20	3.69	4.89	5.20	5.67	4.13	6.50	5.44	6.29	4.31
Lowest	1	1	1	1	1	1	1	3	1	1
Cases	126	176	100	84	44	58	17	23	30	658

In the case of women, Table XLII shows a fairly definite tendency for median tenure in high school to vary as the size of the school varies.

There is evidence of little or no tendency for principals and men with longer teaching experience in high school to be found in larger schools; there is no evidence that the contrary is true.

Women with longer teaching experience in high school show some tendency to be found in larger schools.

Size of Community.—Does median tenure in high school indicate that those with longer tenure are teaching in larger communities than those with shorter tenure?

TABLE XLIII

YEARS OF SERVICE IN HIGH SCHOOL AND COMMUNITY POPULATION
PRINCIPALS

YEARS	POPULATION										
	0–999	1000–1999	2000–2999	3000–3999	4000–4999	5000–5999	6000–6999	7000–7999	.....	14000–14999	Total
Highest	30	25	25	20	15	17	22	17	.....	15	30
Median	11.77	11.63	15.00	11.00	12.50	10.50	19.00	17.50	.....	15.50	11.81
Lowest	2	5	4	4	9	5	15	17	.....	15	2
Cases	120	35	8	8	2	4	2	1	.....	1	181

Table XLIII shows evidence of little tendency on the basis of median tenure for principals with longer tenure in high school to be found in larger communities. Medians of tenure alternate in size; a high median follows a low median, and is in turn followed by a low one.

TABLE XLIV

YEARS OF SERVICE IN HIGH SCHOOL AND COMMUNITY POPULATION
MEN

YEARS	POPULATION										
	0–999	1000–1999	2000–2999	3000–3999	4000–4999	5000–5999	6000–6999	7000–7999	8000–8999	14000–14999	Total
Highest	11	23	9	15	15	8	6	6	10	5	23
Median	3.86	4.38	4.75	4.00	5.00	4.25	4.25	4.00	10.50	3.50	4.09
Lowest	1	1	1	1	1	1	1	1	10	1	1
Cases	114	56	11	20	6	9	5	2	1	3	227

On the basis of median tenure in high school it appears from Table XLIV that in the case of men, median tenure increases

slightly in communities from below one thousand in population to communities below three thousand in population. Thereafter there appears to be little association between median tenure and size of community. It should be noted in this connection that medians in the latter instance are based on few cases. The coefficient of correlation based on this table is $-.0046 \pm .045$; it indicates absence of relationship between the two factors.

TABLE XLV

YEARS OF SERVICE IN HIGH SCHOOL AND COMMUNITY POPULATION

WOMEN

YEARS	POPULATION										
	0–999	1000–1999	2000–2999	3000–3999	4000–4999	5000–5999	6000–6999	7000–7999	8000–8999	14000–14999	Total
Highest	25	27	19	16	20	25	29	15	16	12	29
Median	3.64	3.98	5.32	5.00	4.00	6.50	4.00	6.50	5.75	6.88	4.32
Lowest	1	1	1	1	1	1	1	2	1	4	1
Cases	283	129	59	64	26	31	30	9	11	15	657

Table XLV, in general, shows for women increases in median tenure accompanying increases in size of community. The median tenure in communities of less than one thousand population is 3.64 years; in communities of 14,000 to 14,999 population median tenure is 6.88 years. Increases in median tenure, however, do not occur regularly or consistently as size of community increases.

There is no definite indication on the basis of medians of tenure in high school that principals and men with long tenure are in larger communities nor is there a definite indication that the opposite is true. There is indication of some tendency for women with longer experience to be found in large communities, but the indication is not striking.

Hours of Professional Training.—Do medians of tenure in high school indicate that those who have served longer in high school have the greater number of hours of professional training in their college records?

TABLE XLVI

YEARS OF SERVICE IN HIGH SCHOOL AND HOURS OF PROFESSIONAL TRAINING—PRINCIPALS

YEARS	HOURS OF PROFESSIONAL TRAINING									
	0–4	5–9	10–14	15–19	20–24	25–29	30–34	35–39	40–44	Total
Highest	19	23	15	29	18	24	13	.....	11	29
Median	10.50	11.50	10.25	12.33	9.83	10.67	11.00	.....	11.50	10.86
Lowest	7	5	4	5	4	6	5	.....	11	4
Cases	5	11	21	22	11	12	4	.....	1	87

Table XLVI indicates in the case of principals that increased median tenure does not consistently accompany increased number of hours of professional training.

TABLE XLVII

YEARS OF SERVICE IN HIGH SCHOOL AND HOURS OF PROFESSIONAL TRAINING—MEN

YEARS	HOURS OF PROFESSIONAL TRAINING						
	0–4	5–9	10–14	15–19	20–24	25–29	Total
Highest	6	11	10	15	9	6	15
Median	3.88	3.45	3.50	5.17	9.50	6.50	3.75
Lowest	1	1	1	1	9	6	1
Cases	13	31	42	19	1	1	107

Data on men are shown in Table XLVII. From lowest to the fourth level in number of hours medians of tenure are, respectively, 3.88, 3.45, 3.50, and 5.17 years. The first and fourth medians indicate rise in medians with increased number of hours of professional training. The second and third medians, however, do not show such a condition. It may be said that, on the basis of median tenure, there is indication of a slight tendency for median tenure to increase as increases in number of hours of professional training are found.

Table XLVIII shows data for women. Medians of tenure indicate a tendency for longer tenure to accompany greater num-

TABLE XLVIII

YEARS OF SERVICE IN HIGH SCHOOL AND HOURS OF PROFESSIONAL TRAINING—WOMEN

YEARS	HOURS OF PROFESSIONAL TRAINING								
	0–4	5–9	10–14	15–19	20–24	25–29	30–34	35–39	Total
Highest	6	8	21	27	20	12	3	9	27
Median	5.00	2.82	3.18	4.54	7.50	5.00	1.75	8.50	3.64
Lowest	1	1	1	1	1	1	1	9	1
Cases	4	51	118	77	22	6	3	2	283

ber of hours of professional training. Medians are in order of number of hours of professional training beginning with low number of hours—2.82, 218, 4.54, and 7.50 years.

There is little or no evidence in the case of principals that median tenure in high school and number of hours in professional training increase correspondingly. There is evidence of a slight tendency to corresponding changes in the two measures in the case of men. There is more definite evidence of the same in the case of women.

Major Teaching Activity.—Are there differences in median tenure in high school on the basis of teaching fields or subjects taught in the session 1930-31? Are there appreciable differences among teachers of different subjects in the median teaching experience in high school? Data for principals are omitted for the reason given in Section One.

TABLE XLIX

YEARS OF SERVICE IN HIGH SCHOOL AND MAJOR TEACHING ACTIVITY MEN

YEARS	TEACHING ACTIVITY							
	For. L.	Com.	Eng.	Agric.	Math.	Sci.	Soc. S.	Total
Highest	11	7	21	23	15	9	16	23
Median	5.50	4.88	4.50	4.38	4.25	3.73	3.63	4.09
Lowest	1	1	2	1	1	1	1	1
Cases	25	11	6	13	74	26	72	227

Medians of tenure in high school for men in relation to teaching fields of the session 1930-31, arranged in order from highest to lowest, are: foreign language, 5.50 years; commerce, 4.88 years; English (based on six cases), 4.50 years; agriculture, 4.38 years; mathematics, 4.25 years; science, 3.73 years; and social science, 3.63 years.

TABLE L

YEARS OF SERVICE IN HIGH SCHOOL AND MAJOR TEACHING ACTIVITY
WOMEN

YEARS	TEACHING ACTIVITY								
	Math.	For. L.	Sci.	Mu.-Art	H. Ec.	Eng.	Soc. S.	Com.	Total
Highest	21	22	29	5	29	27	18	13	29
Median	5.75	5.14	5.00	4.50	4.13	4.13	3.64	3.50	4.31
Lowest	1	1	1	2	1	1	1	1	1
Cases	73	64	40	4	134	228	70	45	658

Data for women appear in Table L. Medians of tenure in high school, arranged from highest to lowest on the basis of teaching fields in 1930-31, follow: Mathematics, 5.75 years; foreign languages, 5.14 years; science, 5.00 years; music-art (four cases), 4.50 years; English and home economics, each, 4.13 years; social science, 3.64 years; and commerce, 3.50 years.

Medians of tenure in high school indicate that among men the teachers of foreign language for the session 1930-31 have had longest experience in high school, whereas teachers of social science have had least. For women it is shown on the same basis that teachers of mathematics have had longest experience in high school and teachers of commerce least. It is interesting to note that foreign language, which is highest for men, is next to highest for women and that social science, which is lowest for men, is next to lowest for women.

Appreciable differences in median tenure in high school for men and for women are noted on the basis of the subjects taught, or the major teaching activities, for 1930-31.

Major Teaching Activity and the Academic Major of College Training.—Are there differences in median tenure in high school on the basis of whether the teaching fields or activities of teachers are identical with the academic majors of their college careers? Data on this aspect of high school tenure are presented in the same manner as in the case of tenure in present position. It should be noted that teaching activity is on the basis of the session 1930-31.

TABLE LI

YEARS OF SERVICE IN HIGH SCHOOL AND TEACHING ACTIVITY IDENTICAL WITH THE ACADEMIC MAJOR IN COLLEGE

YEARS	TEACHING ACTIVITY								
	Math.	Com.	Eng.	Agric.	Soc. S.	Sci.	For. L.	H. Ec.	Total
Highest	29	7	15	12	8	10	14	13	29
Median	5.75	5.17	3.86	4.67	3.83	3.83	5.17	2.78	.....
Lowest	1	2	1	1	1	1	1	1	1
Cases	13	7	74	20	13	15	17	66	225

TABLE LII

YEARS OF SERVICE IN HIGH SCHOOL AND TEACHING ACTIVITY NOT IDENTICAL WITH ACADEMIC MAJOR IN COLLEGE

YEARS	TEACHING ACTIVITY						
	Math.	Sci.	For. L.	Soc. S.	Com.	Eng.	Total
Highest	22	13	20	15	13	27	27
Median	5.90	4.33	3.86	3.75	3.50	2.61	4.41
Lowest	1	1	1	1	1	1	1
Cases	66	30	22	33	12	27	200

Tables LI and LII give the data on this point. In the case of teachers who are teaching fields not identical with the academic major of college, median tenure is as follows: mathematics, 5.90 years; science, 4.33 years; foreign language, 3.86 years; social science, 3.75 years; commerce, 3.50 years; and

English, 2.61 years. For those teaching fields identical with academic major of college medians of tenure are: mathematics, 5.75 years; commerce and foreign language, each, 5.17 years; agriculture, 4.67 years; English, 3.86 years; social science and science, each, 3.83 years; and home economics, 2.78 years. In four of the six subjects which appear in both tables higher median tenure in high school is found for those teaching in fields identical with the college major; these subjects are commerce, English, foreign language, and social science. The two subjects in which this condition does not obtain are mathematics and science. On the basis of median tenure in high school it may be said that in general those who were, in 1930-31, teaching fields identical with their college majors had longer teaching experience in high school than those who were teaching in fields not identical with their academic major in college.

Summary

1. *Position and Sex.*—Principals have decidedly longer high school teaching experience than do teachers. The higher compensation in salary and in professional prestige probably accounts for this. Men who do not secure promotions to principalships after a number of years of service doubtless, in many cases, drop out of the profession entirely. Few women become principals of high schools in Louisiana, so the incentive for long tenure with prospect of such promotion is not bright for them. Marriage doubtless shortens the careers of many other women teachers.

Women show slightly longer high school teaching experience than do men.

2. *Marital Status.*—Married principals have a tenure of 3.56 years longer than single principals. Married principals doubtless prefer such permanency and security as they may have in their positions to risking ventures into other lines of work. Single principals, with no home responsibilities, feel less hesitancy in giving up teaching for ventures into other fields.

3. *Accredited Status of High School.*—Principals and teachers with longer high school experience, in general, are found in schools accredited by the Southern Association of Colleges and Secondary Schools and teachers of shorter experience are found in non-accredited schools.

If length of experience is a definite factor affecting the quality of instruction, it may be said that the accredited schools have better teachers than the non-accredited schools.

4. *Salary in Present Position.*—In general, the principals and teachers whose teaching experience in high school is greater received relatively higher salaries in present positions than did those whose experience was less. The tendency is most marked in the case of women. The use of salary schedules based on training and experience, as found in a number of Louisiana parishes, is doubtless a factor in bringing about such a situation.

5. *Average Salary in Present Position.*—In the case of principals there is slight evidence that the more experienced principals in high school service received higher average salaries in their present positions. More than half of the principals here studied were in schools of three to six teachers in 1930-31. Average salaries in present position in the schools vary rather consistently as the size of the school varies. Numbers of principals with long records of tenure are in small schools and are in relatively low average salary levels.

Men and women teachers with long high school teaching experience received relatively high average salaries in their present position. The more experienced teachers received, in general, better average pay in their present positions than did less experienced teachers.

6. *Average Salary in High School.*—Principals with long tenure in high school have, in general, received lower average salaries in their high school careers than principals with short tenure. This is probably due to the fact that average salaries of those with long tenure include salaries at the relatively low levels that obtained before and during the World War. Prin-

cipals whose high school experience has been acquired in the past ten or twelve years received the relatively higher salaries of those years.

In the case of men and women it appears that those with long high school experience received relatively higher average salaries in their high school careers than did those with short experience. This is probably to be accounted for on the basis of the shorter tenure of men and women in high schools and the effects of salary schedules in some of the parishes. A further factor is the reduction in salary which has taken place in many of the parishes in the past two years.

7. *Size of School.*—There is little evidence that principals and men with long experience in high school are in larger schools than those with short experience. Women with longer experience in high school show a moderate tendency to be found in larger schools.

8. *Size of Community.*—There is no evidence of a tendency for principals and men with long tenure in high school to be found in large communities and those with short tenure in small schools. There is no definite evidence that the opposite is true. Women with long experience in high school show some tendency to be in large schools, but the evidence is not pronounced.

9. *Hours of Professional Training.*—There is little or no evidence that principals and men with long experience in high school are those with many hours of professional training. In other words, there is little evidence that those who have more professional training have remained longer in high school work than those with less training.

In the case of women there is evidence that those with more training have had longer tenure in high school than those with less training.

10. *Major Teaching Activity.*—In the case of men those with longest high school experience were teaching foreign language in 1930-31. In descending order of high school experience of the teachers the remaining subjects are commerce, English, agri-

culture, mathematics, science, and social science. The range of medians is from 5.50 years to 3.63 years.

For women the order of the subjects is mathematics, foreign language, science, music-art, English and home economics (the same), social science, and commerce. The range of medians is 5.75 to 3.50 years.

11. *Major Teaching Activity and the Academic Major of College Training.*—In general, those who were teaching in 1930-31 in fields identical with their academic majors of college training were teachers of longer high school experience than those who were teaching in fields not identical with their majors of college training.

Section III

Total Tenure, or Years of Service, in All Teaching Positions

This aspect of tenure is treated, in general, in the same manner as that used in treating tenure in present position and tenure in high school.

Position and Sex.—Do medians of total tenure indicate that principals have had longer total experience than teachers? Do medians of total tenure indicate differences as between men and women?

TABLE LIII

Total Years of Service in All Positions—Principals, Men, Women

Years	Principals	Men	Women
Highest	35	30	30
Median	14.23	4.70	5.36
Lowest	5	1	1
Cases	181	227	660

Table LIII shows that principals have a median total tenure of 14.23 years; men, 4.70 years; and women, 5.36 years. Principals have decidedly longer median total tenure than do teachers.

Women have somewhat longer teaching experience than men. Range of experience is for principals 5 to 25 years; for men and for women, 1 to 30 years.

TABLE LIV

PERCENTAGES THROUGH ONE-YEAR AND FIVE-YEAR LEVELS ACCORDING TO TOTAL YEARS OF SERVICE IN ALL POSITIONS—PRINCIPALS, MEN, WOMEN

YEARS	PRINCIPALS	MEN	WOMEN
5 or less	3.9	63.9	56.4
1	0.0	12.8	14.8
Total Cases	181	227	660

Table LIV shows percentages through one-year and five-year levels for this aspect of tenure.

Marital Status.—Have married principals and teachers had longer experience in teaching than single ones? Are there differences on the basis of sex?

TABLE LV

TOTAL YEARS OF SERVICE AND MARITAL STATUS—PRINCIPALS, MEN, WOMEN

YEARS	PRINCIPALS			MEN			WOMEN		
	Sing.	Mar.	Total	Sing.	Mar.	Total	Sing.	Mar.	Total
Highest	30	35	35	30	30	30	30	26	35
Median	10.25	14.22	13.96	3.50	7.15	4.63	4.71	9.05	5.25
Lowest	5	5	5	1	2	1	1	1	1
Cases	15	160	175	125	98	223	550	93	643

Table LV gives information on the points raised above. Median total tenure for single principals is 10.25 years; for married principals, 14.22 years. Median total tenure for single men is 3.50 years; for married men, 7.15 years. Median total tenure for single women is 4.71 years; for married women, 9.05 years. Married principals and teachers have had longer total experience than single principals and teachers. Married women have had longer teaching experience than married men.

Status of High School.—Do principals and teachers in schools which are members of the Southern Association of Colleges and Secondary Schools show, on the basis of medians of total tenure, longer teaching experience than principals in schools which are not members of the accrediting organization?

TABLE LVI

TOTAL YEARS OF SERVICE AND STATUS OF HIGH SCHOOL PRINCIPALS, MEN, WOMEN

YEARS	PRINCIPALS			MEN			WOMEN		
	Member	Non-Mem.	Total	Member	Non-Mem.	Total	Member	Non-Mem.	Total
Highest	25 or more	25 or more	25 or more	30	30	30	25 or more	25 or more	30 or more
Median	16.63	13.38	14.23	4.75	4.64	4.70	6.05	4.47	5.36
Lowest	5	5	5	1	1	1	1	1	1
Cases	57	124	181	95	132	227	363	297	660

Table LVI shows medians of total tenure of 16.63 years for principals in member schools and 13.38 years for principals in non-member schools; for men, in member schools, 4.75 years and 4.64 years in non-member schools; and for women in member schools 6.05 years and in non-member schools 4.47 years. For principals, men, and women, it is evident that those having the longer total teaching experience are found in member schools. The difference in medians is greatest in the case of principals and least in the case of men. It is evident that accredited schools have administrators and teachers with longer teaching experience than non-accredited schools.

Salary in Present Position.—Were principals, men, and women teachers with longest experience rewarded with highest salaries in their present positions in 1930-31?

Medians of total tenure for principals, as shown in Table LVII, indicate some tendency for increases in median total tenure to vary as salary levels vary. At the $1,550 level, median total tenure is 10.50 years; at the $3,050 level, it is 17.25 years. Increases are neither regular nor consistent, however.

TABLE LVII

TOTAL YEARS OF SERVICE AND SALARY IN PRESENT POSITION—PRINCIPALS

YEARS	ANNUAL SALARY									
	1100–1399	1400–1699	1700–1999	2000–2299	2300–2599	2600–2899	2900–3199	3200–3499	3500–3799	Total
Highest	7	19	30 or more	30 or more	30 or more	30 or more	25	19	17	30 or more
Median	7.50	10.50	14.50	14.00	13.50	17.00	17.25	15.50	17.00	14.27
Lowest	7	5	5	5	6	5	9	13	16	5
Cases	1	14	24	72	26	26	13	3	2	181

TABLE LVIII

TOTAL YEARS OF SERVICE AND SALARY IN PRESENT POSITION—MEN

YEARS	ANNUAL SALARY							
	600–899	900–1199	1200–1499	1500–1799	1800–2099	2100–2399	2400–2699	Total
Highest	2	15	20 or more	18	20 or more	19	10	20 or more
Median	1.75	3.50	4.50	6.10	4.86	11.50	8.00	4.61
Lowest	1	1	1	1	1	7	6	1
Cases	3	54	90	35	28	3	8	221

In the case of men, Table LVIII shows that increases in median total tenure consistently accompany increases in salary level from the $1,050 salary level to the $1,650 level. At the next higher level there is a pronounced drop in median total tenure.

TABLE LIX

TOTAL YEARS OF SERVICE AND SALARY IN PRESENT POSITION—WOMEN

YEARS	ANNUAL SALARY				
	600–899	900–1199	1200–1499	1500–1799	Total
Highest	10	30	30	28	30
Median	2.90	4.06	8.91	12.83	5.34
Lowest	1	1	1	6	1
Cases	33	435	159	15	642

For women, Table LIX shows that at each higher salary level an accompanying increase in median total tenure is found.

There is indication, on the basis of medians of total tenure, of a slight tendency for more experienced principals to have received the higher salaries in their positions in 1930-31. In the case of men, the same tendency is somewhat more definite, whereas in the case of women it is quite evident.

Average Salary in Present Position.—Do medians of total tenure indicate that those who have had long experience in teaching were rewarded with relatively high average salaries in their present positions?

TABLE LX

TOTAL YEARS OF SERVICE AND AVERAGE SALARY IN PRESENT POSITION
PRINCIPALS

YEARS	ANNUAL SALARY									
	1100–1399	1400–1699	1700–1999	2000–2299	2300–2599	2600–2899	2900–3199	3200–3499	3500–3799	Total
Highest	6	25	25	32	30	30	27	19	17	35
Median	6.00	11.50	14.50	13.90	13.67	15.50	17.25	16.50	17.00	14.33
Lowest	5	5	5	5	6	7	11	13	16	5
Cases	2	18	46	55	38	11	7	2	2	181

Medians of total tenure in Table LX show a slight indication that principals with long experience received relatively high average salaries in their present positions. The tendency cannot be termed pronounced, however.

TABLE LXI

TOTAL YEARS OF SERVICE AND AVERAGE SALARY IN PRESENT POSITION
MEN

YEARS	ANNUAL SALARY							
	600–899	900–1199	1200–1499	1500–1799	1800–2099	2100–2399	2400–2699	Total
Highest	2	21	30	30	24	11	8	30
Median	1.75	3.63	4.67	6.00	5.50	7.83	7.50	4.71
Lowest	1	1	1	1	1	6	6	1
Cases	3	58	90	38	23	7	2	221

Medians of Table LXI show a similar situation for men.

TABLE LXII

TOTAL YEARS OF SERVICE AND AVERAGE SALARY IN PRESENT POSITION
WOMEN

YEARS	ANNUAL SALARY					
	600–899	900–1199	1200–1499	1500–1799	1800–2099	Total
Highest	17	30	30	19	24	30
Median	2.64	4.55	8.69	14.00	24.50	5.30
Lowest	1	1	1	8	24	1
Cases	35	461	128	10	1	635

Medians of Table LXII show evidence of a pronounced tendency for increases in medians of total tenure of women to accompany increases in average salary levels. At the $750 level, the median of total tenure is 2.64 years. Marked increases in medians of total tenure are to be noted in average salary levels to the $1,650 level where the median is 14.01 years.

There is some indication that principals and men with longer experience have received higher averages of salaries in present position than those with short tenure. In the case of women, there is definite evidence that long experience has been rewarded with relatively high averages of salary in present position.

Average Salary in High School.—Have principals and teachers who have had longest teaching experience received the highest averages of salaries in their teaching careers?

Medians of total tenure in Table LXIII indicate for principals that those with longer tenure have, in general, received lower average salaries than those with shorter tenure. At the $1,250 average salary level, the median of tenure is 19.50 years. At the $2,450 level, it is 12.50 years.

TABLE LXIII

TOTAL YEARS OF SERVICE AND AVERAGE SALARY IN HIGH SCHOOL PRINCIPALS

YEARS	ANNUAL SALARY							
	1100–1399	1400–1699	1700–1999	2000–2299	2300–2599	2600–2899	2900–3199	Total
Highest	32	35	30	30	25	30	15	35
Median	19.50	15.50	13.30	13.50	12.50	17.50	15.50	14.41
Lowest	5	5	6	5	6	13	15	5
Cases	9	52	53	45	15	4	1	179

TABLE LXIV

TOTAL YEARS OF SERVICE AND AVERAGE SALARY IN HIGH SCHOOL MEN

YEARS	ANNUAL SALARY						
	600–899	900–1199	1200–1499	1500–1799	1800–2099	2100–2399	Total
Highest	2	21	23	24	19	10	24
Median	1.75	3.50	5.06	6.75	4.50	7.75	4.67
Lowest	1	1	1	1	1	6	1
Cases	3	58	92	43	16	5	217

Table LXIV shows for men that those who have had long experience have received relatively high average salaries. The median of total tenure at the $1,050 salary level is 3.50 years; at the $1,650 level, it is 6.75 years. It drops to 4.50 years, however, at the next higher salary level.

Table LXV shows consistent increases in medians of total tenure for women at each higher salary level.

Principals with long experience tend to show low average salaries in high school teaching careers. There is some indication that men with long experience have received relatively high average salaries in their high school teaching careers. The evidence is more pronounced in the case of women.

TABLE LXV

TOTAL YEARS OF SERVICE AND AVERAGE SALARY IN HIGH SCHOOL WOMEN

YEARS	ANNUAL SALARY				
	600–899	900–1199	1200–1499	1500–1799	Total
Highest	29	30	30	24	30
Median	3.00	4.81	9.79	13.00	5.24
Lowest	1	1	1	11	1
Cases	38	505	77	4	624

Size of School.—Are there difference in medians of total tenure on the basis of size of schools? Are principals and teachers with longer teaching experience in large or small schools?

TABLE LXVI

TOTAL YEARS OF SERVICE AND SIZE OF SCHOOL—PRINCIPALS

YEARS	NUMBER OF HIGH SCHOOL TEACHERS									
	3–4	5–6	7–8	9–10	11–12	13–14	15–16	17–18	19–20	Total
Highest	29	35	32	30	25	23	16	19	25	35
Median	12.86	15.33	13.75	16.50	13.00	22.75	12.00	18.50	23.00	14.18
Lowest	5	6	5	8	5	22	7	17	20	5
Cases	72	58	21	16	6	3	2	2	2	182

For principals, the data in Table LXVI indicate some tendency for principals with longer experience to be found in large schools. In the three- to four-teacher schools, median total tenure is 12.86 years; in nine- to ten-teacher schools, the median is 16.50 years. Increases in medians, however, are not constant.

Medians of total tenure for men, as found in Table LXVII, show no apparent tendency toward rising or falling consistently as size of school increases. Medians of total tenure indicate a neutral situation with regard to variations in size of schools.

TABLE LXVII

TOTAL YEARS OF SERVICE AND SIZE OF SCHOOL—MEN

YEARS	NUMBER OF HIGH SCHOOL TEACHERS									
	3–4	5–6	7–8	9–10	11–12	13–14	15–16	17–18	19–20	Total
Highest	30	15	13	30	11	10	18	9	24	30
Median	5.31	4.77	3.60	4.42	3.50	6.50	7.50	4.75	5.50	4.70
Lowest	1	1	1	1	1	1	4	4	1	1
Cases	53	67	36	37	9	11	6	3	5	227

TABLE LXVIII

TOTAL YEARS OF SERVICE AND SIZE OF SCHOOL—WOMEN

YEARS	NUMBER OF HIGH SCHOOL TEACHERS									
	3–4	5–6	7–8	9–10	11–12	13–14	15–16	17–18	19–20	Total
Highest	30	30	26	26	29	30	13	30	24	30
Median	3.92	4.53	6.14	5.86	6.20	6.17	7.50	5.92	7.33	5.35
Lowest	1	1	1	1	1	1	1	3	2	1
Cases	126	176	100	84	44	58	17	23	30	658

Table LXVIII indicates through its medians of total tenure some tendency for women with long experience to be found in large schools and women of short experience to be found in small schools.

Principals with long experience show some tendency to be found in large schools. The same is true of women in somewhat more pronounced form. There appears to be no relationship between median length of teaching experience and size of school in the case of men.

Size of Community.—Are principals and teachers with longest experience in teaching in large or small communities?

Table LXIX shows a very slight indication that principals with longest service are teaching in largest communities. In fact, the table shows that 66% of the principals included in the study are in the lowest population interval.

TABLE LXIX

TOTAL YEARS OF SERVICE AND COMMUNITY POPULATION—PRINCIPALS

YEARS	POPULATION										
	0–999	1000–1999	2000–2999	3000–3999	4000–4999	5000–5999	6000–6999	7000–7999	8000–8999	14000–14999	Total
Highest	35	26	27	30	25	19	22	22	.....	20	35
Median	13.75	14.50	17.25	13.50	17.50	13.50	19.50	22.50	.....	20.50	14.18
Lowest	5	5	8	6	9	5	16	22	.....	20	5
Cases	120	35	9	8	2	4	2	1	.....	1	182

TABLE LXX

TOTAL YEARS OF SERVICE AND COMMUNITY POPULATION—MEN

YEARS	POPULATION										
	0–999	1000–1999	2000–2999	3000–3999	4000–4999	5000–5999	6000–6999	7000–7999	8000–8999	14000–14999	Total
Highest	30	30	9	18	24	8	7	6	10	5	30
Median	4.73	4.72	4.75	4.50	5.00	4.25	4.50	4.00	10.50	3.50	4.66
Lowest	1	1	1	1	1	1	1	1	10	1	1
Cases	114	55	11	19	6	9	5	2	1	5	225

Table LXX indicates no tendency for men with long experience to be found preponderantly in either large or small communities.

TABLE LXXI

TOTAL YEARS OF SERVICE AND COMMUNITY POPULATION—WOMEN

YEARS	POPULATION										
	0–999	1000–1999	2000–2999	3000–3999	4000–4999	5000–5999	6000–6999	7000–7999	8000–8999	14000–14999	Total
Highest	30	30	24	24	24	30	30	20	23	20	30
Median	4.40	5.32	5.94	5.83	6.00	8.30	4.67	6.50	12.50	10.50	5.35
Lowest	1	1	1	1	1	1	1	4	3	4	1
Cases	228	129	59	64	26	31	30	9	11	15	658

Table LXXI shows rather consistent, though not large, increases of median total tenure as size of community increases.

There is evidence, in the case of women, that those with longer experience are in large communities; but the tendency is not pronounced. There is little or no evidence of such tendency, or of an opposite tendency, in the case of principals and men.

Hours of Professional Training.—Are the principals and teachers with longer experience those who have more hours of professional training?

TABLE LXXII

TOTAL YEARS OF SERVICE AND HOURS OF PROFESSIONAL TRAINING
PRINCIPALS

YEARS	HOURS OF PROFESSIONAL TRAINING									
	0–4	5–9	10–14	15–19	20–24	25–29	30–34	35–39	40–44	Total
Highest	26	23	19	29	21	25	13	.....	21	29
Median	10.00	12.50	11.17	14.33	14.50	16.50	12.00	.....	21.50	13.29
Lowest	7	6	5	5	5	6	5	.....	21	5
Cases	5	11	21	22	11	11	4	.....	1	86

Medians of total tenure for principals, as shown in Table LXXII, increase, though not consistently, with increases in number of hours of professional training. At the 5-to-9-hour level, median total tenure is 12.50 years; at the 25-to-29-hour level, it is 16.50 years.

TABLE LXXIII

TOTAL YEARS OF SERVICE AND HOURS OF PROFESSIONAL TRAINING
MEN

YEARS	HOURS OF PROFESSIONAL TRAINING						
	0–4	5–9	10–14	15–19	20–24	25–29	Total
Highest	6	11	23	15	10	8	23
Median	4.13	3.92	4.25	6.50	10.50	8.50	4.86
Lowest	1	1	1	1	10	8	1
Cases	13	31	42	19	1	1	107

Table LXXIII shows a similar situation for men. Median total tenure at the 0-to-4-hour level is 4.13 years; at the 15-to-19-hour level, it is 6.50 years.

TABLE LXXIV

TOTAL YEARS OF SERVICE AND HOURS OF PROFESSIONAL TRAINING WOMEN

YEARS	HOURS OF PROFESSIONAL TRAINING								
	0–4	5–9	10–14	15–19	20–24	25–29	30–34	35–39	Total
Highest	6	8	26	30	24	12	8	8	30
Median	5.00	3.19	3.61	5.85	15.50	8.50	7.50	8.50	4.65
Lowest	1	1	1	1	3	1	1	8	1
Cases	4	51	118	77	22	6	3	2	283

Table LXIV shows a like situation for women. At the 5-to-9-hour level, median total tenure is 3.19 years; at the 20-24-hour level, it is 15.50 years.

There is evidence in the case of principals, men, and women that increased median total tenure accompanies increased number of hours of professional training. In other words, using hours of professional training as the measure of professional training, those principals and teachers with longer experience tend to have the greater amount of professional training.

SUMMARY

1. *Position and Sex.*—Principals have decidedly longer total teaching experience than do teachers. As stated in the summary of the preceding section, this is no doubt due in large measure to three factors, namely: greater financial rewards, greater prestige which accompanies the position, and the very large percentage of principals who are married.

Women have longer total teaching experience than men.

2. *Marital Status.*—Married principals and teachers, both men and women, have longer total teaching experience than single principals and teachers. The married principals have

longer total teaching experience than do the married teachers. Married women have longer total teaching experience than do married men.

3. *Accredited Status of the High School.*—Principals and teachers in schools accredited by the Southern Association of Colleges and Secondary Schools have had longer teaching experience than those in non-accredited schools. Accredited schools have more experienced administrators and teachers than do non-accredited schools.

4. *Salary in Present Position.*—There is slight indication that those principals who have had long teaching experience received relatively high salaries in their positions in 1930-31. There is a slightly stronger indication of the same in the case of men. The indication is strongest in the case of women.

5. *Average Salary in Present Position.*—There is slight evidence that principals and men with long total experience received relatively high average salaries in their present positions. There is more definite evidence in the case of women. In general, more experienced principals and teachers have been rewarded with relatively higher average salaries in their present positions than have less experienced principals and teachers.

6. *Average Salary in High School.*—There is evidence that principals with long experience have received relatively low average salaries in their high school careers; necessarily the opposite is true of those with short experience. This situation is probably due to the fact that the averages of salaries for those with long experience are affected by the inclusion of the relatively low salaries of their early years of teaching, so that the averages were definitely affected. Those with relatively short experience have averages based on the relatively high salaries of the past ten or twelve years.

There is some indication that men with long experience have received relatively high average salaries in their high school careers. Evidence of the same is more pronounced in the case of women.

The shorter total teaching experience of men and women, as compared with principals, makes the argument advanced in the case of principals applicable here.

7. *Size of School.*—There is some indication that principals with longer total teaching experience are to be found in larger schools. There is little indication that men with longer experience are to be found in larger schools, nor is there indication that the opposite is true. Women with longer experience rather definitely appear to be in larger schools.

8. *Size of Community.*—There is little or no indication that principals and men with longer total experience are in larger communities; nor is there striking indication that the contrary is true. In the case of women there is some indication that those with longer experience are in larger communities.

9. *Hours of Professional Training.*—There is some indication that principals and teachers with longer total teaching experience have more hours of professional training than those with shorter total teaching experience. In general, it may be said that the more experienced principals and teachers have more professional training than the less experienced.

Section IV

Tenure and Experience of Married Women Teachers

The status of the married woman teacher has been under considerable discussion in educational circles recently. It was thought advisable to make some study of married women teachers in relation to tenure. Findings, in addition to those reported in the preceding sections of this chapter, are found in this section.

Table LXXV shows median tenure of married women in present position to be 4.86 years. Table III shows median tenure of single women to be 2.45 years. Married women have 2.41 years longer median tenure in present position than do single women teachers.

TABLE LXXV
TENURE OF MARRIED WOMEN

YEARS	IN PRESENT POSITION	IN HIGH SCHOOL	IN ALL POSITIONS
Highest	16	18	26
Median	4.86	6.89	8.80
Lowest	1	1	1
Cases	90	90	90

Median tenure of married women in high school is 6.78 years; single women (Table XXIX) is 2.90 years. Married women have had, on the average, 3.88 years more experience in high school positions than single women. Married women have had a total median teaching experience of 8.80 years; single women, 4.71 years (Table LV). The median total experience in teaching of married women is 4.09 years greater than that of single women.

The median tenure of married women in their present positions is longer than medians of high school tenure and of total tenure of single women.

TENURE IN PRESENT POSITION

Salary in Present Position.—On the basis of median tenure in present position, do married women with long experience in present position receive relatively high salaries and those with short experience receive relatively low salaries?

TABLE LXXVI
YEARS OF SERVICE IN PRESENT POSITION AND SALARY IN PRESENT POSITION—MARRIED WOMEN

YEARS	SALARY IN PRESENT POSITION			
	600–899	900–1199	1200–1499	Total
Highest	4	16	16	16
Median	1.84	4.13	6.00	4.86
Lowest	1	1	1	1
Cases	5	61	24	90

Medians of tenure in present position at the three salary levels are 1.84 years, 4.13 years, and 6.00 years. Married women with longer experience in present position tend to receive higher salaries in positions held in 1930-31.

Average Salary in Present Position.—Have married teachers with longer tenure in present position received higher average salaries in present position?

TABLE LXXVII

YEARS OF SERVICE IN PRESENT POSITION AND AVERAGE SALARY IN PRESENT POSITION—MARRIED WOMEN

YEARS	AVERAGE SALARY IN PRESENT POSITION			
	600–899	900–1199	1200–1499	Total
Highest	4	16	9	16
Median	1.75	4.13	5.83	4.84
Lowest	1	1	1	1
Cases	4	67	17	88

Increases in medians of tenure, shown in Table LXXVII, accompany increases in salary levels, indicating a tendency for those with longer service in present positions to have received higher average salaries in present positions.

Average Salary in High School.—Are married teachers who have served long in their present positions those who have received high averages of salary in their high school teaching careers?

Medians of tenure, increasing with increasing salary levels, indicate an affirmative answer to the question raised above. Medians of tenure at the lower and upper ends of the salary scale are derived from small numbers of cases.

TENURE IN HIGH SCHOOL

Salary in Present Position.—Have married women who have greater experience in high school been rewarded with higher salaries in their positions in 1930-31?

TABLE LXXVIII

YEARS OF SERVICE IN PRESENT POSITION AND AVERAGE SALARY IN HIGH SCHOOL—MARRIED WOMEN

YEARS	AVERAGE SALARY IN HIGH SCHOOL			
	600–899	900–1199	1200–1499	Total
Highest	6	16	9	16
Median	2.83	4.40	6.17	4.50
Lowest	1	1	1	1
Cases	9	70	9	88

TABLE LXXIX

YEARS OF SERVICE IN HIGH SCHOOL AND SALARY IN PRESENT POSITION MARRIED WOMEN

YEARS	SALARY IN PRESENT POSITION			
	600–899	900–1199	1200–1499	Total
Highest	8	16	18	18
Median	3.50	6.08	10.00	6.89
Lowest	1	1	3	1
Cases	5	61	24	90

Medians of high school tenure in Table LXXIX indicate an affirmative answer. Medians of tenure at the three salary levels are 3.50, 6.08, and 10.00 years, respectively.

Average Salary in Present Position.—Have married women with longer high school experience received the higher average salaries in their present positions?

Medians of tenure in Table LXXX are 5.00, 6.21, 6.78 years at salary levels from low to high. An affirmative answer to the question is indicated.

Average Salary in High School.—Have married teachers with longer high school experience received higher average salaries in their high school teaching careers?

TABLE LXXX

YEARS OF SERVICE IN HIGH SCHOOL AND AVERAGE SALARY IN PRESENT POSITION—MARRIED WOMEN

YEARS	AVERAGE SALARY IN PRESENT POSITION			
	600–899	900–1199	1200–1499	Total
Highest	8	18	17	18
Median	5.00	6.21	8.63	6.78
Lowest	1	1	3	1
Cases	4	67	17	88

TABLE LXXXI

YEARS OF SERVICE IN HIGH SCHOOL AND AVERAGE SALARY IN HIGH SCHOOL—MARRIED WOMEN

YEARS	AVERAGE SALARY IN HIGH SCHOOL			
	600–899	900–1199	1200–1499	Total
Highest	17	18	13	18
Median	8.25	6.43	8.17	6.78
Lowest	1	1	3	1
Cases	9	70	9	88

Table LXXXI does not indicate any such tendency in its medians of tenure at different average salary levels. Medians of tenure in order of increasing average salary levels are 8.25, 6.43, and 8.17 years. There is some indication that those with longer experience in high school have received lower average salaries in their high school teaching careers.

TOTAL TENURE, OR TOTAL YEARS OF SERVICE

Salary in Present Position.—Have married women with long total teaching experience received relatively high salaries in their positions for 1930-31?

Medians of total tenure shown in Table LXXXII indicate an affirmative answer. They are 4.50, 7.50, and 13.75 years, respectively, at $750, $1,050, and $1,350 salary levels.

TABLE LXXXII

TOTAL YEARS OF SERVICE AND SALARY IN PRESENT POSITION—MARRIED WOMEN

YEARS	SALARY IN PRESENT POSITION			
	600–899	900–1199	1200–1499	Total
Highest	8	20	26	26
Median	4.50	7.50	13.75	8.80
Lowest	2	1	5	1
Cases	5	61	24	90

Average Salary in Present Position.—Have married women with long tenure received relatively high average salaries in their present positions?

TABLE LXXXIII

TOTAL YEARS OF SERVICE AND AVERAGE SALARY IN PRESENT POSITION MARRIED WOMEN

YEARS	AVERAGE SALARY IN PRESENT POSITION			
	600–899	900–1199	1200–1499	Total
Highest	8	26	22	26
Median	5.50	7.88	13.17	8.60
Lowest	2	1	5	1
Cases	4	67	17	88

Medians of total tenure indicate that more experienced married women teachers received relatively higher average salaries in their present positions than less experienced married women. Medians of total tenure increase from 5.50 years to 13.17 years through three average salary levels.

Average Salary in High School.—Have married women with long experience, in general, received relatively high average salaries in their high school teaching careers, and those with short teaching experience received relatively low average salaries?

TABLE LXXXIV

TOTAL YEARS OF SERVICE AND AVERAGE SALARY IN HIGH SCHOOL MARRIED WOMEN

YEARS	AVERAGE SALARY IN HIGH SCHOOL			
	600–899	900–1199	1200–1499	Total
Highest	20	26	22	26
Median	8.75	7.83	9.75	8.60
Lowest	2	1	5	1
Cases	9	70	9	88

Table LXXXIV indicates, through its medians of total tenure at three average salary levels, a negative answer. The medians indicate some tendency for lower average salaries to be associated with increased experience.

SUMMARY

1. Married women teachers have definitely longer median tenure in present position than do single women teachers. In both high school experience and total experience, they very definitely exceed single women teachers. These facts indicate that married women teachers continue longer in a given position than do single women; and that they are, as a group, more experienced teachers. Their long tenure in present positions is probably to be accounted for by the fact that marital ties tend to hold them for longer periods in the communities in which they live; if they continue to teach, they must, perforce, teach in or near their home communities. Single women, on the other hand, are not bound by such ties, and can move to positions in other communities with greater ease.

Since the median tenure of married women in their present positions is longer than the medians of high school and total tenure of single women, the above explanation probably accounts for the fact that married women have longer average high school and total teaching experience than do single women.

2. Long tenure in present position accompanies relatively high salaries in present position for married women. Married women who are more experienced in their present positions received higher salaries in the positions held in 1930-31 than did less experienced married women.

3. Married women with long tenure in present position received relatively high average salaries in their present positions.

4. Married women with long tenure in present positions received relatively high average salaries in their high school teaching careers.

5. There is definite indication that married women with long high school experience received relatively high salaries in positions held in 1930-31.

6. There is definite indication that married women with long experience in high school received relatively high averages of salary in their present positions.

7. There is little indication that married women with long tenure received relatively high averages of salaries in their high school teaching careers.

8. Married women with long total teaching experience received relatively high salaries in their positions held in 1930-31.

9. Married women with long total experience received relatively high average salaries in their present positions.

10. Married women with long total teaching experience did not receive relatively high salaries in their high school teaching careers.

11. In general, it may be said that married women with long tenure in present positions, long experience in high school, and long total teaching experience received relatively high salaries in positions held in 1930-31, relatively high average salaries in present positions, and relatively high average salaries in their high school teaching careers. (Exceptions have been noted in the preceding paragraphs.)

SECTION V

TOTAL CORRELATIONS

Total coefficients of correlation were computed for those tables in the first three sections of this chapter, which lent themselves to that type of quantitative treatment. The coefficients are shown in Table LXXXV.

TABLE LXXXV

TOTAL CORRELATIONS

		YEARS IN PRESENT POSITION		YEARS IN HIGH SCHOOL		YEARS IN ALL POSITIONS	
		r	P. E.	r	P. E.	r	P. E.
Salary in Present Position	Principals	.160	± .049	.229	± .048	.176	± .048
	Men	.269	± .042	.347	± .040	.232	± .043
	Women	.257	± .025	.273	± .025	.541	± .020
Average Salary in Present Position	Principals	—.078	± .050	.201	± .048	.163	± .049
	Men	.073	± .045	.251	± .043	.223	± .043
	Women	.104	± .026	.347	± .024	.368	± .023
Average Salary in High School	Principals	.132	± .049	—.008	± .050	—.138	± .049
	Men	.216	± .044	.358	± .040	.417	± .038
	Women	.173	± .025	.141	± .026	.259	± .025
Size of School	Principals	.144	± .049	.137	± .049	.187	± .049
	Men	—.254	± .044	.111	± .045	.009	± .045
	Women	.324	± .024	.165	± .026	.148	± .026
Size of Community	Principals	.112	± .049	—.038	± .050	.077	± .050
	Men	—.057	± .044	—.005	± .045	—.024	± .045
	Women	.127	± .026	.148	± .026	.154	± .026
Hours of Professional Training	Principals	.240	± .068	.060	± .072	.217	± .070
	Men	—.133	± .064	.201	± .062	.252	± .061
	Women	.171	± .039	.261	± .037	.459	± .032

Rugg has given the following standards for the evaluation of coefficients of correlation. Coefficients ranging from 0 to .15 or .20 show negligible correlation; those ranging from .15 or .20 to

.35 or .40 show correlation present, but low; those from .35 or .40 to .50 or .60 show marked correlation.[1]

Relationships shown by the coefficients in Table LXXXV are grouped in the following paragraphs:

A. Tenure in Present Position and Other Factors.

1. Positive, but low, correlation is shown in the following cases:

Principals—
Salary in present position, r = .160.
Hours of professional training, r = .240.

Men—
Salary in present position, r = .269.
Average salary in high school, r = .216.

Women—
Salary in present position, r = .257.
Average salary in high school, r = .173.
Size of school, r = .324.
Hours of professional training, r = .171.

2. Absence of definite positive or negative correlation is shown in the following cases:

Principals—
Average salary in present position, r = — .078.
Average salary in high school, r = .132.
Size of school, r = .144.
Size of community, r = .112.

Men—
Average salary in present position, r = .073.
Size of community, r = — .057.
Hours of professional training, r = — .133.

Women—
Average salary in present position, r = .104.
Size of community, r = .127.

[1]H. O. Rugg, *Statistical Methods Applied to Education*, 256.

3. Negative, but low, correlation is shown in the following case:

   Men—

   Size of school, r = — .254.

B. Tenure in High School and Other Factors.

1. Positive, but low, relationship is shown in the following cases:

   Principals—

   Salary in present position, r = .229.

   Average salary in present position, r = .251.

   Men—

   Salary in present position, r = .347.

   Average salary in present position, r = .251.

   Men—

   Average salary in high school, r = .358.

   Hours of professional training, r = .201.

   Women—

   Salary in present position, r = .273.

   Average salary in present position, r = .347.

   Size of school, r = .165.

   Hours of professional training, r = .261.

2. Absence of definite positive or negative relationship is shown in the following cases:

   Principals—

   Average salary in high school, r = — .008.

   Size of school, r = .137.

   Size of community, r = — .038.

   Hours of professional training, r = .060.

   Men—

   Size of school, r = .111.

   Size of community, r = — .005.

   Women—

   Average salary in high school, r = .141.

   Size of community, r = .148.

C. Total Tenure and Other Factors.

1. Marked positive correlation is shown in the following cases:

   Men—

   Average salary in high school, r = .417.

   Women—

   Salary in present position, r = .541.

   Average salary in present position, r = .368.

   Hours of professional training, r = .459.

2. Positive, but low, correlation is found in the following cases:

   Principals—

   Salary in present position, r = .176.

   Average salary in present position, r = .163.

   Size of school, r = .187.

   Hours of professional training, r = .217.

   Men—

   Salary in present position, r = .232.

   Average salary in present position, r = .223.

   Hours of professional training, r = .252.

   Women—

   Average salary in high school, r = .259.

   Size of community, r = .154.

3. Absence of definite positive or negative correlation is found in the following cases:

   Principals—

   Average salary in high school, r = — .138.

   Size of community, r = .077.

   Men—

   Size of school, r = .009.

   Size of community, r = — .024.

   Women—

   Size of school, r = .148.

Summary

Marked positive correlation is found in but four cases: total tenure and average salary in high school for men; salary in present position, average salary in present position, and hours of professional training for women.

Positive, but low, correlation is found between tenure in present position and salary in present position and hours of professional training for principals, men, and women; and average salary in high school and size of school for women.

Positive, but low, correlation is found between tenure in high school and salary in present position and average salary in present position for principals, men, and women; between tenure in high school and hours of professional training for men; and size of school and hours of professional training for women.

Positive, but low, correlation is found between total tenure and salary in present position, average salary in present position, and hours of professional training for principals and men; between total tenure and size of school for men; and between total tenure and average salary in high school and size of community for women.

Negative, but low, correlation is found in but one case, that is, tenure in present position and size of school, for men.

Probable errors, as given in Table LXXXV, should be taken into account in determining the significance of the coefficients of correlation.

In general, though not in every instance, the coefficients confirm the findings obtained from consideration of the medians.

CHAPTER IV

TURNOVER, OR REPLACEMENT, AND REASONS FOR TEACHER MIGRATION

Turnover or Replacement.—Are there differences in replacement or turnover between principals, men, and women?

Table I shows 15 principals, 78 men, and 237 women new in their positions for 1930-31. Table LIII shows no principals with less than five years of total experience, 29 men and 98 women in first year of experience. The differences in the figures from Tables I and LIII give net replacements for the session 1930-31. They are for principals, 15; for men, 49; and for women, 139. Percentages based on the totals in each group show a turnover or replacement of 8.24 per cent in the case of principals, of 21.68 per cent for men, and 21.09 per cent for women. Principals show much less turnover for the session than do teachers. There is no significant difference in turnover between men and women. In the case of both men and women, about one-fifth of those employed in 1930-31 had moved from other positions.

If percentages of replacement are computed on the basis of totals secured by subtracting numbers new in the service from the total numbers employed in 1930-31, results are the same for principals; 24.87 per cent for men; and 24.60 per cent for women. The latter percentages are probably truer measures of replacement than the first presented.

From data in annual reports of the State Department of Education of Louisiana the data for the entire high school teaching staff were found as presented in Table LXXXVI.

It will be noted that there is a trend toward a lower rate of replacement. The turnover as measured by net replacement is

TABLE LXXXVI

DATA ON TURNOVER IN LOUISIANA HIGH SCHOOLS[1]—1927 TO 1929

	Sessions		
	1927–28	1928–29	1929–30
All teachers	2214	2339	2516
New for session	789	809	903
Increase for session	63	125	177
Net replacements	726	684	726
% New for session	35.6	34.6	35.9
% Net replacements	32.8	29.2	28.9

lower for the teachers included in this study than for all high school teachers of the three preceding sessions.

Table LIII shows 29 men and 98 women in their first year of service in 1930-31. The percentages are, respectively, 12.3 and 14.8.

Table I shows 15 principals, 78 men and 237 women new in their positions for 1930-31. Corresponding percentages are 8.2, 34.5, and 36.0. On the basis of a grand total the percentage is 30.9.

Table XXVII shows 34 men and 126 women in their first year of high school teaching experience. Corresponding percentages are 15.0 and 19.1.

Mean Tenure.—What has been the mean tenure of principals, men, and women on the basis of all positions held in high school? In all teaching positions?

Table LXXXVII shows the mean number of years spent in high school positions held by principals, men and women. The median of the means of tenure in high school positions for principals is 2.80 years; for men, 1.49 years; and for women, 1.33 years.

[1]Annual Reports of Louisiana State Department of Education for Sessions 1927-28, 1928-29, 1929-30.

TABLE LXXXVII

MEAN TENURE FOR EACH EMPLOYING AGENCY—TENURE IN HIGH SCHOOL

YEARS	PRINCIPALS	MEN	WOMEN
Highest	25	21	29
Median	2.80	1.49	1.33
Lowest	1	1	1
Cases	183	226	656

TABLE LXXXVIII

MEAN TENURE FOR EACH EMPLOYING AGENCY—TOTAL TENURE

YEARS	PRINCIPALS	MEN	WOMEN
Highest	22	21	29
Median	3.20	1.38	1.32
Lowest	1	1	1
Cases	181	224	653

Table LXXXVIII shows similar data for means of tenure in all positions. The median of means of tenure in all teaching positions is for principals 3.20 years; for men, 1.38 years; and for women, 1.32 years.

The mean number of years of service rendered by each teacher for all employing agencies is termed transiency by Waller.[2]

From Table I it is seen that the median years of service in present positions for principals are 6.60 years; for men, 2.68 years; and for women, 2.69 years. The medians of tenure in present position are consistently higher than the medians of mean tenure in high school positions and in all positions.

Reasons Given by Teachers for Changing Positions.—What reasons or motives impel teachers to change positions?

In Table LXXXIX are listed in order of totals under the headings Economic, Professional, Personal and Social, and Political, the reasons for making changes in position as checked

[2]Waller, *op. cit.*, 2.

TABLE LXXXIX

REASONS GIVEN BY TEACHERS FOR CHANGING POSITIONS

Reasons	*Men*	*Women*	*Total*
Economic—			
Better salary	434	384	818
No chance for increase in salary	98	66	164
Cost of living	19	40	59
Failure to receive increase in salary	37	22	59
Business interest elsewhere	32	19	51
Reduction in salary	25	23	48
Insecurity in position	33	11	44
Community too poor	22	22	44
No personal business interest in community	12	9	21
Lack of desirable shopping facilities	7	11	18
Inducement of placement agency	6	6	12
Lack of other remunerative employment in community.	4	0	4
Professional—			
Small school	134	86	220
Desire to secure added training	84	108	192
Inadequate chance for professional growth	101	88	189
Poor chance for promotion	116	65	181
Desire to make new professional contacts	56	71	127
Poor equipment	46	51	97
Poor building	34	37	71
Unprofessional attitudes and acts of school officers	36	34	70
Change in school officers	27	17	44
Desire to work with school officers who have gone elsewhere	12	27	39
Failure to secure promotion	18	11	29
Unprofessional attitudes and acts of fellow teachers	8	14	22
Unable to meet higher standards	11	7	18
Unwilling to support policies of officers or board	10	4	14
Reduction in size of faculty	4	5	9
Dismissal for failure in work	4	0	4
Unwilling to meet higher standards	0	1	1
Personal and Social—			
Desire to teach at home	42	190	232
Small community	62	66	128
Poor living conditions	39	57	96
Desire to make new social contacts	27	63	90
Lack of cultural contacts	24	49	73
Difficulty in getting a living place	20	29	49
Too far from city or large town	19	18	37
Desire to work with friend	13	21	34
Low moral status of community	11	15	26
Lack of amusements	6	18	24
Religious misfit in community	14	6	20
Family moved from community	4	16	20
Urge of personal associates	7	13	20
Social misfit in community	8	7	15
Social restrictions of school board or officers	6	5	11

TABLE LXXXIX—(Continued)

Reasons	*Men*	*Women*	*Total*
Unhealthful climate	4	6	10
No chance for desirable marriage	2	7	9
Personally unpopular	3	3	6
Social misconduct	1	0	1
Political—			
Selection and shifting of teachers for political reasons	48	20	68
Replaced for political reasons	47	4	51
Home talent competition	14	8	22

by teachers on the information sheet sent them. In many cases teachers checked two or more reasons for changing positions. Many made no response. This was to be expected of those who had made no change in positions.

In order of rank on the basis of totals the economic reasons given most frequently are better salary, no chance for increase in salary and the cost of living (ties with failure to receive increase in salary); professional reasons, small school, desire to secure added training, and inadequate chance for professional growth; personal and social reasons, desire to teach at home, small community, and poor living conditions; and political reasons, selection and shifting of teachers for political reasons, replaced for political reasons, and home talent competition.

TABLE XC

REASONS GIVEN BY TEACHERS FOR CHANGING POSITION—MEN AND WOMEN

REASONS	MEN	WOMEN	TOTAL
Economic	729	613	1342
Professional	693	633	1326
Personal and Social	312	589	901
Political	109	32	141
Total	1843	1867	3710

Table XC summarizes the items of Table LXXXIX above. Economic and professional reasons are given most frequently in accounting for changes in positions, with slight difference in

the total for the two. Economic reasons outweigh in number professional reasons in the case of men,* but the opposite is true in the case of women. Political reasons are mentioned more frequently by men than by women. Personal and social reasons are given much more frequently by women than by men; the numbers are 312 for men and 589 for women.

TABLE XCI

PERCENTAGES BASED ON THE GRAND TOTAL OF REASONS FOR CHANGING POSITIONS—MEN AND WOMEN

REASONS	PERCENTAGES		
	Men	Women	Total
Economic	19.65	16.52	36.17
Professional	18.68	17.06	35.74
Personal and Social	8.41	15.88	24.29
Political	2.94	0.86	3.80
Total	49.68	50.32	100.00

Table XCI gives percentages based on the total number of reasons given by teachers for changing positions. Percentages of economic reasons given by men and women, respectively, are 19.65 and 16.52; professional reasons, 18.68 and 17.06; personal and social, 8.41 and 15.88; and political, 2.94 and 0.86. Economic reasons are somewhat greater for men than are professional reasons; professional reasons are somewhat greater than economic for women. Women show lower percentages for both economic and professional reasons than do men. In personal and social reasons the percentage for women is nearly twice as great as that for men and is nearly as great as the percentages of economic and professional reasons for women. On the other hand, percentage of political reasons is very much greater for men than for women, but in both cases remarkably small in proportion to other percentages.

*In this section the term men includes all principals and men teachers.

Reasons for Leaving Positions As Given by Principals and Teachers with Order of Importance Indicated.—Relatively few of the information blanks were filled as requested on the request that three reasons be given in order of importance, for each change in position.

TABLE XCII

REASONS GIVEN FOR CHANGING POSITIONS WITH ORDER OF IMPORTANCE INDICATED—MEN AND WOMEN

Reasons	*Order of Importance* 1st	2nd	3rd	*Total*
Economic—				
1. Better salary	238	63	19	320
2. No chance for increase in salary	16	41	20	77
3. Reduction in salary	8	12	2	22
4. Business interests elsewhere	7	7	3	17
5. Failure to receive increase in salary	6	11	12	29
6. Insecurity in position	6	4	5	15
7. Community too poor	4	15	2	21
8. Cost of living	3	16	7	26
9. Inducement of placement agency	3	1	2	6
10. No personal or business interest in community	2	7	0	9
11. Lack of desirable shopping facilities	1	3	0	4
12. Lack of other remunerative employment	0	0	0	0
Professional—				
1. Desire to secure added training	50	17	13	80
2. Inadequate chance for professional growth	29	29	27	85
3. Poor chance for promotion	15	36	28	79
4. Small school	14	45	25	84
5. Desire to make new professional contacts	14	19	24	57
6. Unprofessional attitudes and acts of school officers	14	13	4	31
7. Change in school officers	8	12	3	23
8. Unprofessional attitudes and acts of fellow teachers	5	5	0	10
9. Failure to secure promotion	5	4	4	13
10. Desire to work with school officers who have gone elsewhere	4	2	1	7
11. Unable to meet higher standards	4	1	0	5
12. Poor building	3	9	11	23
13. Reduction in size of faculty	2	0	0	2
14. Poor equipment	0	17	17	34
15. Unwilling to support policies of officers or board	0	5	2	7
16. Dismissal for failure in work	0	1	0	1
17. Unwilling to meet higher standards	0	0	0	0
Personal and Social—				
1. Desire to teach at home	57	30	9	96
2. Poor living conditions	9	13	22	44

TABLE XCII—(Continued)

Reasons	*Order of Importance* 1st	2nd	3rd	*Total*
3. Small community	7	14	24	45
4. Desire to work with friend	7	3	5	15
5. Desire to make new social contacts	5	17	21	43
6. Social misfit in community	5	2	3	10
7. Difficulty in getting a living place	4	7	3	14
8. Religious misfit in community	4	1	3	8
9. Low moral status of community	3	3	6	12
10. Unhealthful climate	3	2	0	5
11. Lack of cultural contacts	2	9	12	23
12. Urge of personal associates	2	1	8	11
13. Lack of amusements	1	5	1	7
14. Too far from city or large town	1	4	3	8
15. Social restrictions of school board or officers	1	1	5	7
16. Family moved from community	1	1	1	3
17. Personally unpopular	1	0	1	2
18. Social misconduct	1	0	0	1
19. No chance for desirable marriage	0	0	3	3
Political—				
1. Replaced for political reasons	12	3	5	20
2. Selection and shifting of teachers for political reasons	9	10	4	23
3. Home talent competition	1	2	1	4

Table XCII gives the data on the basis of responses that were made as requested. It is to be read as follows: better salary as a reason for changing position is given as of first importance in 238 cases; as of second importance in 63 cases; and as of third importance in 19 cases.

In Table XCII items are arranged in order of rank on the basis of reasons of first importance; where there is a tie on this basis, items of second importance have been included in determining placement. On the basis of first importance of reasons for changing positions the first three economic reasons are: better salary, mentioned 238 times; no chance for increase in salary, mentioned 16 times; and reduction in salary, mentioned 8 times. Better salary is preponderantly the major economic reason for changes in positions.

In the professional reasons assigned for changing positions the three most important are: desire to secure added training, cited 50 times; inadequate chance for professional growth, cited 29 times; and poor chance for promotion, cited 15 times. Desire to secure added training is definitely the professional reason that is most important on the basis of reasons of first importance.

In the personal and social reasons desire to teach at home is given first place with 57 citations; poor living conditions has second place with 9 citations; and small community takes third rank with 7 citations.

Political reasons may be considered almost negligible as only three are cited with small frequencies. They are, in order, replaced for political reasons, selection and shifting of teachers for political reasons, and home talent competition.

TABLE XCIII

REASONS FOR CHANGING POSITIONS GIVEN IN ORDER OF IMPORTANCE

REASONS	ORDER OF IMPORTANCE			
	1	2	3	Total
Economic	294	180	72	546
Professional	167	215	159	541
Personal and Social	114	113	130	357
Political	22	15	10	47
Total	597	523	371	1491

Table XCIII shows the data from Table XCII summarized on the basis of totals under the four headings: economic, professional, personal and social, and political. They are in the same order according to totals of reasons of first, second, and third importance.

Table XCIV is derived from Table XCIII by weighting the reasons of first importance by three, those of second importance by two, and those of third importance by one.

TABLE XCIV

REASONS FOR CHANGING POSITIONS AS GIVEN IN ORDER OF IMPORTANCE, WEIGHTED

REASONS	WEIGHTED ORDER OF IMPORTANCE			
	1	2	3	Total
Economic	882	360	72	1314
Professional	501	430	150	1090
Personal and Social	342	226	130	698
Political	66	30	10	106
Total	1791	1046	371	3208

Using the grand total of values in Table XCIV as a base, percentages derived from items of Table XCIV are given in Table XCV. This makes it possible to compare percentages based on weighted frequencies.

TABLE XCV

PERCENTAGES BASED ON GRAND TOTAL OF WEIGHTED REASONS FOR CHANGING POSITIONS AS GIVEN IN ORDER OF IMPORTANCE

REASONS	PERCENTAGES OF WEIGHTED REASONS IN ORDER OF IMPORTANCE			
	1	2	3	Total
Economic	27.49	11.22	2.24	40.95
Professional	15.62	13.40	4.96	33.98
Personal and Social	10.66	7.04	4.05	21.75
Political	2.06	0.94	0.31	3.31
Total	55.83	32.60	11.56	99.99

On the basis of percentages of weighted frequencies economic reasons are most important, having a total percentage of 40.95; professional reasons are second in importance, with a percentage of 33.98. Percentages for personal and social and political reasons are, respectively, 21.75 and 3.31.

In order of first importance economic reasons far outweigh the other reasons taken individually. In fact, the percentages

for the other three combined barely exceed the percentage for economic reasons. While in total percentage economic reasons are indicated as being most important, the combined percentages of professional and personal and social reasons markedly exceed the percentage for economic reasons. The total for political reasons is but 3.31 per cent. The percentage here corresponds quite closely to that given in Table XCI.

Economic and professional reasons are the most important factors leading to change with economic reasons somewhat outweighing professional reasons. Approximately one-fifth of the reasons assigned were personal and social. As between men and women personal and social reasons were more frequently cited by women.

Reasons for Staying in Position Held Longest.—What reasons have induced men to remain in the positions they have held longest?

Principals and teachers were asked to give three reasons for staying in the position they had held longest rating their reasons in order of importance.

TABLE XCVI

REASONS GIVEN BY TEACHERS FOR STAYING IN POSITIONS HELD LONGEST, IN ORDER OF IMPORTANCE—MEN

	Order of Importance			
	1st	*2nd*	*3rd*	*Total*
Professional—				
1. Work congenial, desirable, interesting, pleasant, satisfactory	26	15	11	52
2. Good school system, school spirit	14	10	4	28
3. Co-operation of parents, school officers, and co-workers	9	6	3	18
4. Better chance for advancement or promotion	8	5	7	20
5 Chance to build school in community	8	0	0	8
6. Waiting for better position or opportunity	7	0	2	9
7. Desirable or congenial relations with school officers and faculty	6	22	17	45
8. Professional attitude of principal, school officers, other teachers	4	2	4	10
9. Friendship with superintendent, principal, or other school officers	4	0	0	4
10. Kind of work or subjects desired	3	5	1	9
11. Desired experience	3	2	0	5
12. Desire to work with school officers, principal	3	0	0	3
13. Lack of opportunity for better position	3	0	0	3

TABLE XCVI—(Continued)

	Order of Importance			
	1st	*2nd*	*3rd*	*Total*
14. Attitude of community toward work	2	7	7	16
15. The principal	2	3	0	5
16. Good field for service	2	1	1	4
17. Community pleased with work	2	1	1	4
18. Professional contacts	2	1	0	3
19. Shouldn't move or change too frequently	2	1	0	3
20. Being principal	2	0	1	3
21. Enjoy work with community	2	0	0	2
22. People respond well—appreciative	2	0	0	2
23. Satisfied with growth of school	1	0	3	4
24. Interested in school	1	0	0	1
25. Promotion	1	0	0	1
26. Desire for professional growth	1	0	0	1
27. People easy to work with	1	0	0	1
28. Stability and liberality of patrons	1	0	0	1
29. For experience and good recommendation	1	0	0	1
30. Freedom from community dictation and domination	1	0	0	1
31. Teaching with low certification while working for a degree	1	0	0	1
32. Never change except for a promotion	1	0	0	1
33. Excellent school atmosphere created by the administration	1	0	0	1
34. Not smothered in red tape	1	0	0	1
35. Good people to teach with	1	0	0	1
36. A recommendation in itself to remain in one position more than one session	1	0	0	1
37. Able to put into practice work had in college	1	0	0	1
38. District had money to buy equipment	1	0	0	1
39. Liked work and pupils	1	0	0	1
40. Contented, pleased, satisfied in a growing school	1	0	0	1
41. Large consolidated school with fine opportunity for service	1	0	0	1
42. To complete a building program	1	0	0	1
43. I like the profession	1	0	0	1
44. Appreciation shown by school people	1	0	0	1
45. Teaching facilities to my liking	1	0	0	1
46. School spirit developing in community	1	0	0	1
47. Well organized and disciplined school	1	0	0	1
48. Was principal when school secured state approval	1	0	0	1
49. To make school state-approved	1	0	0	1
50. Satisfied*	1	0	0	1
51. Responsible administrative position	1	0	0	1
52. School as large as qualifications justified	1	0	0	1
53. School itself	1	0	0	1
54. Incomplete objectives	0	1	1	2
55. Parish methods a good course in teacher-training	0	1	0	1

*Only reason given by a teacher who has been in same school for twenty-one years.

TABLE XCVI—(Continued)

	Order of Importance			
	1st	*2nd*	*3rd*	*Total*
56. Lack of proper training to secure a better place.	0	1	0	1
57. Urge of associates	0	1	0	1
58. Convenient to university	0	1	0	1
59. Professional attitude	0	0	1	1
60. Well-equipped library	0	0	1	1
61. Work planned for a period	0	0	1	1
62. Did not think could better myself	0	0	1	1
63. The fact that my position is big enough to challenge my best efforts and the feeling that my services to the school increase from year to year	0	0	1	1
Personal and Social—				
1. Excellent, agreeable, desirable, good, satisfactory community	19	23	26	68
2. Desire to teach or be at, or near, home	8	8	3	19
3. Good, pleasant, ideal living conditions	4	7	3	14
4. Desirable home socially, religiously	4	0	2	6
5. My home **	4	0	0	4
6. Congenial people, friends	3	7	10	20
7. Pleasant social contacts	3	2	5	10
8. Determination or desire to make a home	2	0	2	4
9. Self and family fairly contented	2	0	0	2
10. Own my own home	2	0	0	2
11. Desirable location and conveniences	2	0	0	2
12. Comparatively popular	2	0	0	2
13. Don't like new positions	1	0	0	1
14. Satisfied temporarily	1	0	1	2
15. Home town where mother still lives	1	0	0	1
16. Living in wife's home town near own home town	1	0	0	1
17. Sentiment	1	0	0	1
18. Community	1	0	0	1
19. Near city of ————	1	0	0	1
20. Home parish	1	0	0	1
21. Married man	1	0	0	1
22. Was contented	1	0	0	1
23. Located near city	0	2	1	3
24. Good church or religious contacts	0	2	0	2
25. Desire to remain in ———— Parish	0	2	0	2
26. Absence of continued religious harangues, not compelled to affiliate with any particular church system	0	1	0	1
27. Personal interests	0	1	0	1
28. Family lived in community	0	1	0	1
29. Desire to live in large community	0	1	0	1
30. Good doctor near	0	1	0	1
31. More or less settled	0	1	0	1
32. Discouragement and lost ambition	0	1	0	1
33. With or near relatives	0	0	6	6

**This was the only reason given by one man who has been in the same position for twenty-five years.

TABLE XCVI—(Continued)

	Order of Importance			
	1st	*2nd*	*3rd*	*Total*
34. Central location	0	0	2	2
35. Lack of ambition caused me to stick to ——— (school subject)	0	0	1	1
36. Had two brothers and a sister with me to keep in school	0	0	1	1
37. Many amusements	0	0	1	1
38. Dislike to move	0	0	1	1
Economic—				
1. Good, satisfactory, increased salary	44	34	20	98
2. Business interest in community	3	10	5	18
3. Security or permanency of position	1	2	1	4
4. Desirable home economically	1	1	0	2
5. Home provided	1	1	0	2
6. Good salary with chance of saving—made money	1	0	0	1
7. Can't save enough to move or to locate a better position	1	0	0	1
8. Own home and business	1	0	0	1
9. Moving expense	1	0	0	1
10. Low cost of living	0	4	4	8
11. Own my own home	0	3	0	3
12. Scarcity of positions	0	2	4	6
13. Sound financial condition of school board	0	2	0	2
14. Inducements for change insufficient	0	0	2	2
15. Failed to secure promotion to offset business interest	0	0	1	1
16. Desirable economic conditions	0	0	1	1
17. Sound economics	0	0	1	1
18. Financial reasons	0	0	1	1
19. Living cost was normal	0	0	1	1
20. Economic reasons	0	0	1	1
Miscellaneous—				
1. Location convenient, desirable	3	3	1	7
2. First position after finishing college	1	0	0	1
3. Was pleased with conditions	1	0	0	1
4. A developing situation	1	0	0	1
5. Changing even for a higher salary is no gain in services or finances	1	0	0	1
6. Satisfied with all conditions	1	0	0	1
7. Large percentage of educated patrons	0	1	0	1
8. Wishes of people	0	1	0	1
9. Don't like profession enough to be changing from school to school	0	1	0	1
10. Personal interest in improvement in general	0	0	1	1
11. Opportunities for additional work	0	0	1	1
12. No offer for very great advancement	0	0	1	1
13. Dislike to make change	0	0	1	1
14. Better to remain than to leave	0	0	1	1
15. No reason for leaving	0	0	1	1
Political—				
1. Freedom from political influence	1	1	0	2
2. Desire to run for legislature	0	0	1	1

Table XCVI gives data for men (principals included). In order of first importance the three most important professional reasons are a pleasing or desirable quality in the work, 26 citations; a pleasing or desirable quality in the school or school system, 14 citations; and co-operation on the part of parents, school officers, and co-workers, 9 citations. Then follow 60 other kinds of professional reasons.

In order of first importance the three most important reasons are a pleasing or desirable quality in the community, cited 19 times; the desire to teach, or be at, or near home, cited 8 times; and pleasing living conditions, cited 4 times. Then follow 35 additional kinds of personal and social reasons.

On the same basis the three most important economic reasons are a satisfactory salary situation, cited 44 times; business interests in the community, cited 3 times; and security or permanency of position cited once. Seventeen other economic reasons are given.

Political reasons for remaining are almost wanting as the table indicates.

Reasons which did not fall readily into one of the four classes already mentioned are grouped under the heading "Miscellaneous."

Table XCVII is a summary from Table XCVI. In order of first importance professional reasons lead with 147 citations. The others follow in order with personal and social showing 65 citations, economic 54, miscellaneous 8, and political 1.

Frequencies of first importance were weighted by three, of second importance by two, and of third importance by one with results as shown in Table XCVIII.

TABLE XCVII

REASONS FOR STAYING IN POSITION HELD LONGEST, IN ORDER OF IMPORTANCE—MEN

REASONS	ORDER OF IMPORTANCE			
	1st	2nd	3rd	Total
Professional	147	86	68	301
Personal and Social	65	60	65	190
Economic	54	59	42	155
Miscellaneous	8	6	7	21
Political	1	1	1	3
Total	275	212	183	670

TABLE XCVIII

REASONS FOR STAYING IN POSITION HELD LONGEST, IN ORDER OF IMPORTANCE, WEIGHTED—MEN

REASONS	WEIGHTED ORDER OF IMPORTANCE			
	1st	2nd	3rd	Total
Professional	441	172	68	681
Personal and Social	195	120	65	380
Economic	162	118	42	312
Miscellaneous	24	12	7	43
Political	3	2	1	6
Total	825	424	183	1432

On the basis of the grand total of the weighted frequencies, percentages were computed. They are found in Table XCIX.

On the basis of percentages of weighted items of first importance professional reasons far outweigh other reasons. With a percentage of 30.80, professional reasons show more importance than other items combined. Percentages for professional reasons weighted for second and third importance exceed, respectively, percentages for any other items weighted for second and third importance. In the percentage for combined weighted first, second, and third importance, professional reasons show 47.61 per cent, whereas personal and social reasons, which rank

TABLE XCIX

PERCENTAGES BASED ON GRAND TOTAL OF WEIGHTED REASONS FOR STAYING IN POSITION HELD LONGEST—MEN

REASONS	PERCENTAGES OF WEIGHTED REASONS			
	1st	2nd	3rd	Total
Professional	30.80	12.01	4.80	47.61
Personal	13.62	8.38	4.54	26.54
Economic	11.31	8.24	2.93	22.48
Miscellaneous	1.68	0.84	0.49	3.01
Political	0.21	0.14	0.10	0.45
Total	57.62	29.61	12.86	100.09

next to highest, show but 26.54 per cent. Economic reasons are third with 22.48 per cent; miscellaneous reasons are fourth with 3.01 per cent, and political last with 0.45 per cent. Professional reasons for staying in positions held longest by men show an importance more than twice as great as economic reasons. Political reasons for remaining in positions held longest are significant because of their number, as they represent less than one-half of one per cent of the weighted reasons.

What reasons have induced women to remain in the positions they have held longest?

Reasons given by women were assembled and treated in a manner like that used with men.

TABLE C

REASONS GIVEN BY TEACHERS FOR STAYING IN POSITIONS HELD LONGEST, IN ORDER OF IMPORTANCE—WOMEN

Reasons	*Order of Importance* 1st	2nd	3rd	*Total*
Professional—				
1. Work agreeable, interesting, liked, pleasant, satisfactory	53	47	27	127
2. Co-workers congenial, co-operative, liked, agreeable to work with	47	43	35	125
3. School system good, well managed	34	13	3	50
4. Work preferred or prepared for	8	6	11	25
5. Opportunity for professional growth	8	6	0	14

TABLE C—(Continued)

Reasons	*Order of Importance* 1st	2nd	3rd	*Total*
6. Chance for or hope for promotion	5	4	1	10
7. To secure experience	5	0	0	5
8. Professional attitude of school officers	4	6	0	10
9. Good or well-equipped school plant	4	2	5	11
10. Good, co-operative, congenial student body	3	5	3	11
11. Appreciation of work by school officers	3	3	0	6
12. Co-operative or appreciative attitude of community	3	2	4	9
13. For recommendation	3	1	2	6
14. Too frequent change a bad policy	1	2	2	5
15. Recognized a field for the development of a high school	1	0	0	1
16. Desire to improve department	1	0	0	1
17. Am succeeding	1	0	0	1
18. My subject favored by school board	1	0	0	1
19. Honor of teaching in state college	1	0	0	1
20. Best home economics department in state	1	0	0	1
21. Small classes or enrollment, light schedule	0	4	1	5
22. Well-equipped home economics cottage	0	2	0	2
23. Preparation for high school work	0	1	0	1
24. Could not meet standards	0	1	0	1
25. Professional contacts	0	1	0	1
26. To teach in same school after getting degree	0	1	0	1
27. Teachers of my subject in demand	0	1	0	1
28. Unable to secure similar work in ———— Parish	0	1	0	1
29. Good school atmosphere	0	1	0	1
30. Expectation of higher standards for teachers	0	1	0	1
31. Difficulty in securing efficient teachers	0	1	0	1
32. Advice of father, a superintendent	0	1	0	1
33. Understanding of home conditions of pupils	0	1	0	1
34. Vital interest in pupils	0	1	0	1
35. School making desirable progress	0	0	1	1
36. Feeling of doing something worth while	0	0	1	1
37. To remain in same system	0	0	1	1
38. To continue building up department rather than to start anew	0	0	1	1
39. In elementary school until transferred to high school	0	0	1	1
40. High standard	0	0	1	1
41. Advice of professional associates	0	0	1	1
42. Opportunity to serve children that need training	0	0	1	1
43. New school	0	0	1	1
44. Belief that long tenure leads to more effective work	0	0	1	1
45. School spirit	0	0	1	1
46. Failure to receive transfer	0	0	1	1
Personal and Social—				
1. To be near or at home	101	24	25	150
2. Community or people desirable, good, liked, pleasant	20	39	42	101

TABLE C—(Continued)

Reasons	*Order of Importance* 1st	2nd	3rd	*Total*
3. Married there, to be with husband	9	0	4	13
4. Social or cultural contacts good, pleasant	8	11	16	35
5. To work or be with friends	2	1	1	4
6. Interest in church and community	2	0	0	2
7. Desirable living conditions	1	16	4	21
8. Good church and religious facilities	1	3	0	4
9. Home responsibilities	1	2	0	3
10. Located near city, or cities	1	1	5	7
11. Didn't like or desire a change	1	1	2	4
12. Urge of personal associates	1	1	1	3
13. Climate	1	0	2	3
14. Illness in family	1	0	0	1
15. Living at home, holding it together	1	0	0	1
16. A home and mother (only reason)	1	0	0	1
17. Opportunity for social service	1	0	0	1
18. Engagement to young man there	1	0	0	1
19. Personal interest in home town	0	3	0	3
20. Location and transportation facilities	0	2	3	5
21. Desirable location	0	2	0	2
22. To let my children finish school	0	2	0	2
23. Teacherage managed by teachers	0	1	0	1
24. ———— orphanage and college	0	1	0	1
25. Impossible to teach elsewhere	0	1	0	1
26. Popular with pupils and community	0	1	0	1
27. Interest in boys and girls of home town	0	1	0	1
28. Religious fit	0	1	0	1
29. Friendly people, close to shopping facilities	0	0	1	1
30. Social and personal reasons	0	0	1	1
31. Family reasons and home ownership	0	0	1	1
32. Comfortably, pleasantly, happily situated	0	0	1	1
33. Friends and deep interest in school	0	0	1	1
34. Not enough self-confidence	0	0	1	1
35. Easier not to seek another place	0	0	1	1
36. Plenty of old bachelors—inspiring ones	0	0	1	1
Economic—				
1. Salary good, better, satisfactory	33	34	26	93
2. Business interests	2	1	2	5
3. Cost of living low, reasonable	1	8	10	19
4. Only position open—positions scarce	1	4	6	11
5. Unable to secure desired position	1	1	0	2
6. To save money	1	0	2	3
7. Nine months with prompt pay	1	0	0	1
8. Increasing salary schedule	1	0	0	1
9. To make money	1	0	0	1
10. Security in position	1	0	0	1
11. Regular receipt of good salary	0	1	1	2
12. No financial troubles have arisen	0	1	0	1
13. Economic condition of parish at this time	0	1	0	1
14. Fear of not securing another place	0	1	0	1
15. Salary is sure	0	0	1	1
16. Better paying plan	0	0	1	1
17. Added pay for added work	0	0	1	1

TABLE C—(Continued)

Reasons	*Order of Importance* 1st	2nd	3rd	*Total*
Miscellaneous—				
1. Location desirable	2	1	0	3
2. Did not care to change often	2	0	0	2
3. Location	1	1	1	3
4. Co-operation	1	1	0	2
5. All conditions satisfactory	1	1	0	2
6. Demand of community	1	0	0	1
7. Location of town	1	0	0	1
8. There aren't any (reasons). I dislike teaching and am teaching because I have to earn a living	1	0	0	1
9. Children	0	1	0	1
10. Uncertainties connected with changing	0	1	0	1
11. Parish in good condition	0	0	1	1
12. Country school	0	0	1	1
13. Difficulty in learning of desirable vacancies	0	0	1	1
Political—				
1. Freedom from political influence	0	0	1	1

In order of first importance the three leading professional reasons given by women for remaining in positions held longest are: a pleasing, or agreeable, quality in the work, mentioned 53 times; a congenial and co-operative attitude on the part of co-workers, mentioned 47 times; and a good or well-managed school system, mentioned 34 times. These are the same reasons assigned by men though the order of the second and third is reversed.

Personal and social reasons selected on the same basis show first, to be near, or at, home, with 101 citations; a pleasing or desirable quality in the community, with 20 citations and marital responsibilities, with 9 citations. The first and second for women are the same as the first and second for men except that they are in reverse order.

Economic reasons selected on the same basis show for women first, a degree of satisfaction with salary, 33 citations; business interests second, with 2 citations; and cost of living third with 1 citation. The first and second are the same as those for men and in the same order.

Political reasons receive but one mention by women and in that case are mentioned as being of third importance.

The number of positions reported by women number 394. The number of positions reported on by men number 275.

TABLE CI

REASONS FOR STAYING IN POSITION HELD LONGEST, IN ORDER OF IMPORTANCE—WOMEN

REASONS	ORDER OF IMPORTANCE			
	1st	2nd	3rd	Total
Professional	157	158	106	451
Personal and Social	154	114	113	381
Economic	43	52	50	145
Miscellaneous	10	6	4	20
Political	0	0	1	1
Total	394	330	274	998

Table CI is made from the totals of Table C.

The frequencies of Table CI were weighted by multiplying frequencies of first importance by three; of second importance by two; and of third importance by one. The weighted frequencies are shown in Table CII.

TABLE CII

REASONS FOR STAYING IN POSITION HELD LONGEST, IN ORDER OF IMPORTANCE, WEIGHTED—WOMEN

REASONS	WEIGHTED ORDER OF IMPORTANCE			
	1st	2nd	3rd	Total
Professional	561	316	106	983
Personal and Social	462	228	113	803
Economic	129	104	50	283
Miscellaneous	30	12	4	46
Political	0	0	1	1
Total	1182	600	274	2116

On the basis of the grand total of the weighted frequencies of Table CII, percentages for weighted frequencies were computed and results are found in Table CIII.

TABLE CIII

PERCENTAGES BASED ON GRAND TOTAL OF WEIGHTED REASONS FOR STAYING IN POSITION HELD LONGEST—WOMEN

REASONS	PERCENTAGES OF WEIGHTED REASONS			
	1st	2nd	3rd	Total
Professional	26.51	14.93	5.01	46.45
Personal and Social	21.83	10.78	5.34	37.95
Economic	6.10	4.91	2.36	13.37
Miscellaneous	1.42	0.57	0.19	2.18
Political	0.00	0.00	0.05	0.05
Total	55.86	31.19	12.95	100.00

On the basis of total percentages, professional reasons lead with 46.45 per cent; personal and social reasons rank second with 37.95 per cent; the others in order are economic, 13.37 per cent; miscellaneous, 2.18 per cent; and political, 0.05 per cent.

A comparison of percentages and ranks in Tables XCIX and CIII shows on the basis of percentages of weighted frequencies that professional reasons had nearly equal weight or importance in influencing both men and women to remain in positions they held longest; and that professional reasons in the cases of both stand well above other reasons, constituting approximately half of the total in each case.

Personal and social reasons rank second in both cases—men and women—but the personal and social reasons are given much more weight by women than by men. On the other hand economic reasons—third in rank—are considerably more important in the case of men than of women.

Political reasons have had little to do with holding teachers, either men or women, in positions they have held longest, on the basis of reasons given by teachers.

Summary

1. Net replacement, or turnover, of a net total of 941 principals and teachers in Louisiana high schools for the session 1930-31 was: principals, 8.24 per cent; men, 24.87 per cent; and women, 24.60 per cent.

2. In a total of 1,068 principals and teachers studied, percentages of those new in the profession were: 0.0, principals; 12.3, men; and 14.8, women.

3. Of 1,067 principals and teachers, 30.9 per cent were new in their positions in 1930-31. There were new in their positions 8.2 per cent of the principals, 34.5 per cent of the men, and 36.0 per cent of the women.

4. There were new in high school work 15.0 per cent of the men and 19.1 per cent of the women.

5. The median number of years spent by principals in the high school positions they have held is 2.80; by men, 1.49 years; and by women, 1.33 years.

6. On the basis of total teaching experience medians of mean tenure in all positions held are: for principals, 3.20 years; for men, 1.38 years; and for women, 1.32 years.

7. In both high school and total teaching experience, principals have had greatest mean tenure in all positions held. There is little difference in the cases of men and women, but both are definitely below principals.

8. Teachers' reasons for changing positions in order of frequency of mention are economic, professional, personal and social, and political.

9. The most frequently mentioned reasons in each group are as follows: economic, better salary and no chance for increase in salary; professional, small school, desire to secure added training, and inadequate chance for professional growth; personal and social, desire to teach at home, small community, and poor living conditions; political, selection and shifting of teachers for political reasons.

10. Men gave larger percentages of economic, professional, and political reasons than did women. Women exceeded men in percentage of personal and social reasons.

11. Reasons for changing positions, given in order of importance, show the four classes of reasons in the order of economic, professional, personal and social, and political.

12. In each group the reasons most frequently mentioned, on the basis of first importance, are: economic, better salary, no chance for increase in salary, and reduction in salary; professional, desire to secure added training, inadequate chance for professional growth, and poor chance for promotion; personal and social, desires to teach at home, poor living conditions, and small community; political, replaced for political reasons.

13. Percentages based on weightings of the reasons given in order of importance are as follows: economic, 40.95 per cent of the total; professional, 33.98 per cent; personal and social, 21.75 per cent; and political, 3.31 per cent. The above are based on 597 changes in positions.

14. Reasons for staying in positions held longest by 275 men, with order of importance indicated, show professional, first; personal and social, second; economic, third; miscellaneous, fourth; and political, fifth.

15. In order of first importance the most frequently mentioned reasons are: professional, a pleasing or desirable quality in the work, good school system, and co-operation of parents, school officers, and co-workers; personal and social, a pleasing or agreeable quality in the community, desire to teach at, or near, home, pleasing living conditions; economic, satisfactory salary, business interests in community, security in position; miscellaneous, desirable location; and political, freedom from political influence.

16. Percentages based on the weighted frequencies show 47.61 per cent, professional; 26.54 per cent, personal and social; 22.48 per cent, economic; 3.01 per cent, miscellaneous; and 0.45 per cent, political.

17. Reasons for staying in positions held longest by 394 women are, in order, professional, personal and social, economic, miscellaneous, and political.

18. In order of first importance the reasons given most frequently by women are: professional, a pleasing, or agreeable, quality in the work; co-operation of co-workers, and good school system; personal and social, to be at, or near home, a desirable or pleasing community, and marriage ties; economic, satisfactory salary, business interests; miscellaneous, desirable location and did not care to change often; political, none.

19. Percentages based on the weighted frequencies of reasons of first, second, and third importance are, professional, 46.45; personal and social, 37.95; economic, 13.37; miscellaneous, 2.18; and political, 0.05.

20. Economic and professional reasons are most important in influencing Louisiana high school teachers to change positions. Professional and personal-social reasons have been most influential in holding them in positions they have held longest.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The following conclusions seem warranted on the basis of limitations and findings in this study.

Tenure in Present Position

Position and Sex.—Principals in Louisiana high schools have longer tenure in present position than do teachers. There is no significant difference in tenure between men and women.

Marital Status.—Married teachers have longer tenure in present position than do single ones. Married women have longer tenure than do married men.

Accredited Status of School.—Principals of schools which are members of the Association of Colleges and Secondary Schools of the South have somewhat longer tenure in present position than do principals in non-member schools. Men and women in member schools show slightly more tenure than do those in non-member schools.

Salary in Present Position.—There is some evidence that principals and teachers with long tenure in present position received relatively high salaries in positions held in 1930-31.

Average Salary in Present Position.—There is some evidence that men and women with long tenure in present position received relatively high average salaries in their present positions. There is little or no evidence that such is the case with principals.

Average Salary in High School.—Principals and teachers, in general, with long tenure in present positions received relatively high average salaries while teaching in high school.

Size of School and Community.—There is evidence that women with long tenure in present position are found in large

schools and large communities. There is little or no evidence that such is the case with principals and men.

Hours of Professional Training.—Women with longer tenure in present position have more hours of professional training than do those with shorter tenure. There is little or no evidence that such is the case with principals and men.

Major Teaching Activity.—There are differences in tenure in present position on the basis of major teaching activity in the cases of both men and women. In order of tenure from high to low the subjects are: for men, agriculture, foreign language, social science and English, mathematics, commerce, and science; for women, mathematics, foreign language, music-art, science, English, home economics, social science, and commerce.

Major Teaching Activity and the College Major.—In general, teachers whose teaching fields in 1930-31 were identical with the academic majors of their college careers have longer tenure in present position than do those whose teaching fields were not identical with their academic majors.

Tenure, or Years of Service, in High School

Position and Sex.—Principals have had much longer experience in high school work than have teachers. Men and women show little difference in length of high school service.

Marital Status.—Married principals and teachers show longer high school tenure than do single ones. Married women have decidedly longer high school experience than do married men.

Accredited Status of High School.—Schools accredited by the Association of Colleges and Secondary Schools of the South have principals and teachers of somewhat longer high school experience than do non-accredited schools.

Salary in Present Position.—In general, principals and teachers with longer high school experience received relatively higher salaries in 1930-31 than did those with shorter experience.

Average Salaries in Present Position.—Teachers with long high school experience received relatively high average salaries

in their tenure in present position. There is little or no evidence that such is the case with principals.

Average Salary in High School.—Teachers with long experience in high school received relatively high average salaries while teaching in high school. There is some evidence that the opposite was the case with principals.

Size of School and Community.—There is slight evidence that principals and men with long high school experience were in large schools or communities in 1930-31. The indication is somewhat more definite in the case of women.

Hours of Professional Training.—There is indication that men and women with long high school experience have more hours of professional training than those with short experience. There is no indication that such is the case with principals.

Major Teaching Activity.—Differences in length of high school experience are found for men and for women on the basis of major teaching fields in 1930-31. In order of length of tenure from high to low the subjects are: for men, foreign language, commerce, English, agriculture, mathematics, science, and social science; for women, mathematics, foreign language, science, music-art, English and home economics, social science, and commerce. The data do not show continuity of experience in the teaching activity.

Major Teaching Activity and the Academic Major of the College Career.—In four of the six subjects which permitted comparison teachers who were teaching in 1930-31 in fields identical with the academic majors of their college careers had longer high school experience than teachers who were teaching in fields not identical with their academic majors.

Total Tenure, or Years, of Experience

Position and Sex.—Principals have decidedly longer total teaching experience than do teachers. Women have longer experience than men.

Marital Status.—Married principals and teachers have had longer total experience than have single ones. Married women have had longer experience than married men.

Accredited Status of High School.—Accredited schools have principals and teachers with longer total experience than do non-accredited schools.

Salary in Present Position.—Principals with long total experience show slight indication of having received relatively high salaries in 1930-31. In the case of men and women the indication is somewhat more pronounced.

Average Salary in Present Position.—Principals and men with long total experience show slight indication of having received high average of salaries in their tenure of positions held in 1930-31. The indication is somewhat more definite in the case of women.

Average Salary in High School.—Men with long total experience show a slight indication and women with long total experience a somewhat stronger indication of having received relatively high average salaries while teaching in high school. There is some indication that the opposite is true in the case of principals.

Size of School and Community.—There is some indication that principals and women of long total experience were in large schools in 1930-31, and that women of long experience were in large communities. There is little indication that such was true with men in the case of large schools or with principals and men in the case of large communities.

Hours of Professional Training.—In general, principals and teachers with long experience have more hours of professional training than do less experienced ones.

Married Women Teachers

In general, married women teachers have longer tenure in present position, longer high school experience, and longer total experience than do married men or single women teachers.

Married women with long tenure in present position, with long high school experience, and with long total experience, in general, received higher salaries in their positions in 1930-31, higher averages of salaries in their present positions, and higher averages of salaries while teaching in high school, than did married women with short experience. Two exceptions have been noted in the detailed account of this topic.

Coefficients of Correlation

The coefficients of correlation dealing with some of the aspects of tenure previously discussed, in general, confirm the findings based on consideration of medians.

Turnover or Replacement and Mean Tenure in Position Held

Net turnover of principals and teachers considered in this study in 1930-31 was: principals, 8.24 per cent; men, 24.87 per cent; and women, 24.60 per cent. 12.3 per cent of the men and 14.8 per cent of the women were new in the profession in 1930-31. Combined, they constitute 11.89 per cent of the total of 1,068.

Recruits and net replacements together are accounted for as follows: principals, 8.2 per cent; men, 34.5 per cent; and women, 36.0 per cent. Percentage based on the entire group is 30.9 per cent.

Net replacement for the sessions 1927-28, 1928-29, and 1929-30, for the entire high school teaching staff in Louisiana were, respectively: 32.8, 29.2, and 28.9 per cent.

The medians of mean tenure in all high school positions held are: principals, 2.80 years; men, 1.49 years; and women, 1.33 years.

The medians of mean tenure in all positions held are: principals, 3.20 years; men, 1.38 years; and women, 1.32 years.

Reasons Given for Changing Positions

Reasons for changing positions as given by teachers were in order, from most to least, economic, professional, personal and social, and political.

Specific reasons in order of frequency of mention (above 100 times) are:

Better salary	818 times
Desire to teach at home	232 times
Small School	220 times
Desire to secure added training	192 times
Inadequate chance for professional growth.	189 times
Poor chance for promotion	181 times
No chance for increase in salary	164 times
Small Community	128 times
Desire to make new professional contacts.	127 times

On the basis of reasons for changing positions weighted on the basis of first, second, and third importance, economic reasons account for 40.95 per cent of the total; professional reasons for 33.98 per cent; personal and social reasons for 21.75 per cent; and political reasons for 3.31 per cent.

Reasons for Staying in Positions Held Longest

Of reasons for staying in positions held longest, 275 men gave professional reasons as being of first importance in 147 cases; personal and social in 65 cases; economic in 54 cases; miscellaneous in 8 cases; political in 1 case.

In a similar response 394 women gave professional reasons in 187 cases; personal and social in 154 cases; economic in 43 cases; miscellaneous in 10 cases; and political in 0 cases.

Percentages based on the grand total of responses weighted according to order of importance showing reasons for remaining in positions held longest are for men and women, respectively; professional reasons, 47.61 and 46.45 per cent; personal and social reasons, 26.54 and 37.95 per cent; economic reasons, 22.48

and 13.37 per cent; miscellaneous reasons, 3.01 and 2.18 per cent; and political reasons 0.45 and 0.05 per cent.

Economic and professional reasons are given most frequently for changing positions. Professional and personal and social reasons are given most frequently for remaining in positions held longest.

The findings in this study give some indication, in general, of the relationship between tenure in its three aspects and position, sex, marital status, accredited status of high school, certain aspects of salary, size of school and community, hours of professional training, major teaching activity, and the academic major of the college career.

They show for married women teachers longer tenure in its three aspects than for married men or single women teachers.

They show differences in turnover for principals, men, and women.

They show differences in average tenure of principals, men, and women on the basis of all high school positions held and all teaching positions held.

They show that economic and professional reasons are most frequently given for changes in positions.

They show that professional and personal and social reasons are most frequently given for remaining in positions held longest.

Problems for further investigation that are suggested by findings in this study are:

How is tenure associated with specific content or subject matter of professional training courses?

What is the continuity of service in major teaching fields?

What is the continuity of teaching service in the fields of the academic majors?

What are the specific causes which result in longer tenure for married women?

The findings of this study may prove helpful to administrators in the State Department of Education and the parishes of Louisiana in pointing out to them indications of the relationships that have been found between tenure and the other factors studied. A careful examination of the reasons given by teachers for leaving positions and for remaining in positions held longest may suggest to administrators, procedures which they may follow in correcting some of the situations which they consider undesirable and of fostering some of the situations which they consider favorable.

APPENDIX

INFORMATION BLANK FOR HIGH SCHOOL TEACHERS

Please fill the blanks on this sheet carefully and frankly. No individual will be identified in the report made from this study. Neither will any school be identified. Please fill out promptly, seal in the accompanying envelope and hand to your principal. Your professional co-operation will be greatly appreciated.

IRVING P. FOOTE,
Professor of Education, Louisiana State University.

Name _____ Sex_____

Check Marital Status: Single, Married, Widowed. Date of marriage _____. Degree _____

College _____. When received _____. Number session hours in Professional training_____. Acadamic Major_____.

1st Academic Minor _____. 2nd Academic Minor_____.

Check, or write in, present major teaching activity (Subject): English, Science, Mathematics, History, Foreign Language, Commerce, Agriculture, Home Economics, _____.

Give below a complete record of your teaching experience. Use ditto or check marks where appropriate. If you have taught in another state, write its name in the blank for "Parish." Where experience has been in the elementary grades leave major teaching activity blank unless you did departmental work. If so, write in principal subject taught.

Session	School	Parish	Check Type		Annual Salary	*Major Teaching Activity or Subject
			H. S.	Ele.		
30–31						
29–30						
28–29						
27–28						
26–27						
25–26						
24–25						
23–24						
22–23						
21–22						
20–21						
19–20						
18–19						
17–18						
16–17						
15–16						
14–15						
13–14						
12–13						
11–12						
10–11						
09–10						
08–09						
07–08						
06–07						
05–06						
04–05						
03–04						
02–03						
01–02						

*Subject making up greater part of your teaching schedule.
(If you seriously object to giving your name, omit it.)

If you have ever changed teaching positions, what influenced you to change? In the list below you will find a number of reasons or causes that may have influenced teachers to change positions. The list is suggestive. If reasons other than those listed influenced you, write them in the blank spaces at the end of the list. *For each change of position that you have made mark in the proper column the MOST IMPORTANT reason, 1; the next most important, 2; and the next, 3.* Check thus √ any other reasons that contributed to your decision to move.

Reasons or Causes for Changing Schools	Changes in Teaching Positions					
	Last Change	2nd to Last	3rd to Last	4th to Last	5th to Last	6th to Last
Economic						
a. Better salary						
b. Cost of living						
c. Community too poor						
d. No personal business interests in community						
e. Business interests elsewhere						
f. No chance for increase in salary						
g. Failure to receive increase in salary						
h. Lack of desirable shopping facilities						
i. Lack of other remunerative employment in community						
j. Inducement of placement agency						
k. Insecurity in position						
l. Reduction in salary						
Political						
a. Selection and shifting of teachers for political reasons						
b. Replaced for political reasons						
c. Home talent competition						
Professional						
a. Small school						
b. Poor building						
c. Poor equipment						
d. Inadequate chance for professional growth						
e. Desire to work with school officers who have moved elsewhere						
f. Change in school officers						
g. Unprofessional attitudes and acts of school officers						
h. Unprofessional attitudes and acts of fellow teachers						
i. Poor chance for promotion						

Reasons or Causes for Changing Schools	Changes in Teaching Positions					
	Last Change	2nd to Last	3rd to Last	4th to Last	5th to Last	6th to Last
j. Failure to secure promotion						
k. Unable to meet higher standards						
l. Unwilling to meet higher standards						
m. Unwilling to support policies of officers or board						
n. Desire to make new professional contacts						
o. Desire to secure added training						
p. Dismissal for failure in work						
q. Reduction in size of faculty						
Personal and Social a. Small community						
b. Desire to make new social contacts						
c. No chance for desirable marriage						
d. Poor living conditions						
e. Difficulty in getting living place						
f. Low moral status of community						
g. Religious misfit in community						
h. Social misfit in community						
i. Lack of cultural contacts						
j. Family moved from community						
k. Desire to teach at home						
l. Lack of amusements						
m. Too far from city or large town						
n. Social restrictions of school board or officers						
o. Personally unpopular						
p. Desire to work with friend						
q. Urge of personal associates						
r. Unhealthful climate						
s. Social misconduct						
Other Reasons						

Give number of years of service in position you have held longest _____. Give in order, beginning with the most important, the causes or reasons that induced you to remain in that position:

1. _____
2. _____
3. _____

TABLE I A

ANNUAL SALARY IN PRESENT POSITION AND SIZE OF SCHOOL*—PRINCIPALS

SALARY	NUMBER OF TEACHERS								
	3–4	5–6	7–8	9–10	11–12	13–14	15–16	17–18	19–20
Highest	3050	3350	3350	3050	3050	3050	3650	3650	3050
Median	2100	2228	2300	2667	2900	2975	3200	3500	2900
Lowest	1550	1550	2150	1850	2150	2450	2750	3350	2750
Cases	64	58	20	16	6	3	2	2	2

TABLE II A

ANNUAL SALARY IN PRESENT POSITION AND SIZE OF SCHOOL—MEN

SALARY	NUMBER OF TEACHERS								
	3–4	5–6	7–8	9–10	11–12	13–14	15–16	17–18	19–20
Highest	2550	2550	2550	2550	1650	1950	1950	2550	1950
Median	1207	1415	1397	1480	1313	1463	1650	1950	1650
Lowest	750	750	1050	750	1050	1050	1350	1650	1050
Cases	53	65	35	36	9	11	6	3	5

TABLE III A

ANNUAL SALARY IN PRESENT POSITION AND SIZE OF SCHOOL—WOMEN

SALARY	NUMBER OF TEACHERS								
	3–4	5–6	7–8	9–10	11–12	13–14	15–16	17–18	19–20
Highest	1350	1650	1650	1650	1650	1650	1650	1350	1050
Median	1062	1093	1191	1140	1110	1139	1140	1264	1098
Lowest	750	750	750	750	1050	750	750	1050	750
Cases	125	171	96	81	42	57	18	22	30

*Mid-points of salary intervals are used to designate highest and lowest salaries in each column.

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